

School Activities

OCTOBER 1947



Scene from Annual "Vodevil", Central High School, Pueblo, Colo.



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School Activities

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As the Editor Sees It



A couple of years ago, at the conclusion of a two-day state student council convention, we asked the manager of the great hotel where the meetings were held and where many of the 1300-odd students stayed, if he would be willing to accept the convention of this association again. His immediate reply was, "We'll take these kids any time they want to come." (And at this time, because of previous experiences, this hotel would NOT accept the conventions of some adult organizations to one of which we ourselves belong.) Complimentary? Highly so!

However, not all parts of the complete story of student travel and housing are so pretty. Right now some proprietors of commercial lodging places will not accommodate student groups. You know the reasons, and likely do not blame these proprietors.

Due to the easing of travel restrictions, school groups of various kinds are going farther, and staying longer than a few years previously. These trips bring numerous travel and housing contacts—and problems of proper etiquette. Obviously, such etiquette is not inherited and the responsibility for proper instruction, plus proper supervision to ensure that such instruction is effectual, lies with the school. Only by providing such functional instruction can we win and keep the respect of fellow travelers, hotel and restaurant proprietors, and transportation officials.

This fall a certain high school is not playing its usual schedule of interscholastic football games; in fact, it isn't playing any—the State Association suspended it because of mistreatment of officials at a game last November. Congratulations, State Association! We take off our hat to you.

Yes, yes, yes, we know—"It wasn't our kids, it was the townpeople who caused the trouble." Yes, yes, yes, we repeat, we know.

But we also know that the entire responsibility for proper conduct at a football game—or any other school function—rests directly upon the superintendent of

schools. He wouldn't allow the members of his family, or outsiders, to mistreat guests in his own home, and, similarly, it is his job to see that visiting teams and officials are courteously treated as guests.

Incidentally, too, it is his own personal and professional failure if alcoholic liquor is used—irrespective of who uses it—on school property during football or other games.

The other day we heard about a certain investigation which showed that, as a factor of vital importance, the school rates sixth, being outranked by the radio, comics, movies, and a couple other institutions. Not knowing the details of this investigation we cannot evaluate it, but at least we do not believe that this conclusion was justified or can be convincingly supported. If we did believe it, and were still interested in the education of youth, we should learn to write some soap operas, draw funny pictures, and knock out some "super-sensational," "super-breathtaking," "super-daring," etc. "screen plays." But, for the present at least, we'll stick to the school.

Frankly, but unconceitedly, we are always amazed by the number, variety, and extent of the ideas, plans, programs, etc., which appear in a new issue of our magazine. We take no credit for these; full credit goes to those of you who supply our material. However, a word of caution may be in order—a school may attempt to do too ambitious a program. Naturally, if a school's attention is a more or less definite amount or size, the wider it is spread the thinner it becomes at any one point. Which is another way of saying that quality should not be sacrificed for number, variety, and extent of activities. A program of a dozen activities well done is probably preferable to two dozen done only half so well.

Remember, the "From Our Readers" department is for YOUR use. And you can comment, favorably or unfavorably, upon what Ye Ed or anyone else says.

Training Future Sponsors at N. Y. U.

AS more school administrators begin to appreciate the values of adolescent participation in clubs, homerooms, publications, and student councils, more teachers than ever before are called upon to sponsor these school activities. In many systems sponsorship of an activity is no longer a privilege, it is an important responsibility, and teachers are hired because of their ability to run successfully a science club, forum, school publication or sponsor the senior class. Their knowledge of the parts of the verb "to be" or fluency in the translation of Cicero are a secondary consideration to many principals and superintendents who can see beyond page 69, who accept the principle that education is a process, not a product.

If it is the *boy* and not the *book* that counts, if we are aiming at all-roundness in education, then we must admit that student activities are a most significant part of the school. The guides, sponsors, and leaders of these activities must be dynamic, enthusiastic, and sincere people who appreciate and understand adolescence. But the sponsor of the art club can possess all these qualifications and still be a failure. Unless he has practical, working knowledge of how an activity should be run—of parliamentary procedure, methods and techniques of securing maximum participation, of helping young people plan their own programs—he cannot successfully guide his group to take advantage of the many and unique opportunities which an activity of this sort affords.

How has this new philosophy of student activities and the writings of men like McKown, Fretwell, Meyer, Cox, etc. affected the teacher training programs throughout our nation? Has it had any effect on the course of study offered by our schools of education to prospective teachers?

The largest teacher training institution in the world, New York University's School of Education, has for years maintained a program whereby its future educators not only receive theory but actual, intensive training in the curricular and so-called extra-curricular work they will pursue as teachers. These young men and women go out into teaching equipped with some practical "know how" as well as the latest in educational philosophy. They have experimented with what will work,

IRENE METH¹

*Student Council Member
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when, where, and why and not alone what should work under ideal conditions!

Downtown at Washington Square there is a red brick building six stories in height—not as impressive or as new as the other buildings belonging to New York University which is the hub of the student's social interaction at the university. Here, in this Students Building devoted solely to student activities, clubs, class organizations, three publications, numerous committees, and a Student Council are run by and for the students with no faculty interference. With a budget of some \$25,000 secured from student fees, future teachers learn by doing what is involved in turning out an eight-page paper, planning social and professional affairs for over 3500 classmates, with diverse interests and abilities, and what is meant by democratic government and maximum participation. They learn that participation efficiency, opportunity, and education must go hand in hand with majority decision and minority respect. On six floors, in dozens of rooms, young men and women from all walks of life, of all races, creeds, and colors learn what social interaction, planning and cooperation mean.

The final activity sponsored by the Student Council for the year 1946-1947 was a High School Leaders Conference to which all of the High School student leaders and faculty sponsors of any student activity throughout the nation were invited. The student leaders of New York University's School of Education and their faculty sponsors played host to this intelligent, sincere, and radiant body of young people. By means of panel discussions, (in the college auditorium) and an afternoon social they were able to define and propose solutions for the many problems which face the student and the sponsor in making the most of these "extra-curricular" or "co-curricular" undertakings succeed. The time may come when student activities will become an estab-

¹A student in my class in "School Activities"—Summer School 1947—at N. Y. University. L. B. Graybeal

ished part of the curriculum. We the students at New York University do not intend to sit back and wait for that day. We are realistic in seeking to have awarded degrees to competent, well-equipped, well-rounded individuals who can manipulate, not dominate, the classroom and the club-room.

But this ever-expanding, student-run activity program is only a part of the training in club and classroom work the New York University co-ed receives. Participation in student activities is voluntary, and there are no grades or reports on progress in this phase of the future teachers course. Many of the credits which go to make up the 128 a School of Education student must earn for graduation, however, are credits for work with children on the age level he hopes to teach both in curricular and outside school activities. He sponsors many failures until he is rewarded with the only significant reward a school teacher ever desires for a job well done—the respect and devotion of those whose lives he may have altered just a bit—for the better. He experiences that exuberant feeling of knowing he is becoming truly qualified for his lifetime occupation, qualified emotionally, socially, physically, and mentally. You have to enjoy your work and be reasonably sure of yourself if your personality is to have any impact on the hundreds of youngsters a teacher comes in contact with during the course of each year.

When a School of Education student enters his freshman year, he is required to take a course called School and Community Leadership. This course is a laboratory course in which the student must go out into the community and assist in sponsoring or sponsor (under the close supervision of trained educators and recreational directors) a group of young people in some activity of a social, educational, or professional nature. The Freshman can organize a social dancing class for teen-agers, help run a game room in a settlement house, sponsor a nature study club, lead a group of Boy Scouts, or teach a Sunday school class. His professors, his immediate supervisor, and the co-director of the institution in which he chooses to work, watch him operate, discuss his problems with him, make suggestions to help him improve his techniques, and rate him. Report, class discussions, textbook assignments are all part of the course,

but participation, in field work is the major part.

In his sophomore and junior years the School of Education student continues working with teen-agers in connection with his Sociology and Methods courses. More stress is placed upon informal contacts with these youngsters, training for club and council sponsorship, than upon classroom routine. Not until his senior year does the future teacher actually teach. He becomes a quasi temporary member (with no remuneration) of some elementary or secondary school faculty and in most cases is permitted to sponsor one student activity. His teaching is done under the direct supervision of some permanent, experienced member of the department in which he is majoring. Part of the 120 or 180 hours he puts in, the school of his choice, is spent in observing some of the techniques of those with extensive teaching background. Not all of the regular staff members will exemplify the best in teaching, but by observation, discussions, demonstrations and carefully detailed reports these novices begin to appreciate some of the opportunities, responsibilities, problems, and pleasures of the modern teacher.

Yes, we students are quite proud of our teacher training program at New York University. There are many improvements which can be and are being made in the program each semester. But the over-all plan for training the future teacher and the future sponsor has been and is being reasonably successful. Our graduates can be found in one room schools in Mississippi and in four-story elaborate set-ups in Westchester, N. Y. But wherever he is, the New York University School of Education graduate is working with the self-assurance, the confidence that comes with learning by doing. If education is life, then we must teach democracy and social cooperation by active participation, not passive absorption. The young men and women who receive a New York University B. S. or M. A. believe in this ideal—but most important they are determined to know how to make it a reality. On the ball field and in the classroom, education is becoming dynamic, worthwhile, and desirable. Memorization is slowly being replaced by dramatization, demonstration, exhibition, and extrinsic awards by intrinsic motivation and teacher lectures and tests by pupil activity.

A "Float" Activity Schedule--an Experiment

FREQUENTLY a school is confronted with the problem of providing activities within the school day or denying worthwhile activities to a large portion of their school population. Many of the students at the University of Minnesota High School live in suburbs of the Twin Cities and therefore cannot participate in after-school affairs. In addition, University of Minnesota High School has the responsibility of training student teachers in curricular and extracurricular activities. In order to do the latter, the extracurricular activities had to be staggered throughout the school week in different periods of the school day—hence the term "float."

Every Monday, from 9:00 to 9:50, students attend various clubs and activities instead of their regularly scheduled class. The same is true on Tuesday from 10:00 to 10:50, on Wednesday from 11:00 to 11:50, and on Friday from 2:00 to 2:50. Thus the school paper and the school annual become activities within the school day, and not an after-school activity. The class play arises out of the work of the dramatic clubs, and only the last few days of rehearsal fall outside of the school day.

Language clubs, mathematic clubs, and science clubs in a school have a curricular as well as extracurricular function. These clubs are oftentimes a mere extension of the curricular work in their fields. However, if these are scheduled as activities and made available within the school day a new and fresh approach to the subject matter is made possible.

Last year an analysis of the extracurricular program of University High School was made which revealed the following facts:

- (1) Over 80% of the students belonged to one club or more, the three upper classes holding the majority of the membership;
- (2) The school paper and the yearbook were handled in the main by the two upper classes;
- (3) A majority of the offices were held by seniors;
- (4) Almost an equal number of pupils participated in music and athletics;
- (5) A majority of pupils felt that student teacher assistance would be helpful;
- (6) The high school presented some 25

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opportunities for students to belong to some club or organization; and

- (7) Junior high school students were in the main, receiving very little opportunity to participate in assemblies and clubs.

Critic teachers at University High School were asked the question: "What do you consider to be the purpose of extracurricular activities in University High School?" Two purposes stood out when an analysis of the answers was made:

- (1) To provide prospective teachers with experience in handling extracurricular activities; and
- (2) To provide the best possible experience for students at University High School.

Perhaps the philosophy of the teachers as regards extracurricular activities is best expressed by the statement of one of the teachers: "The program of the school should be a unified educational experience for the student. From this point of view, time should be provided in the school day for all experiences that are educationally valuable; and similarly, student teachers should be expected to take part in, and learn how to handle, all of those phases of the educational program that they may be faced with in their own schools."

Our problem at University High School then seemed to be:

- (1) one of limiting student participation by a few and providing valuable extracurricular experience to as many as possible;
- (2) one of providing valuable extracurricular experience for future teachers;
- (3) one of placing worthwhile and valuable experiences within the school day; and
- (4) one of providing a greater variety of activities both for senior high pupils and for junior high pupils.

The float system is an attempt to meet the apparent lacks in our program. Each

quarter, pupils elect the activities in which they wish to participate. They register for these activities by filling out the registration blank. Thus they are encouraged and at the same time limited in the number of activities they may elect. A pupil may elect only one activity per float period, or two activities if the activities meet on alternate weeks. Thus no one group of students may dominate the entire extracurricular program. Junior high school students are given an opportunity "to belong" and an opportunity to participate in their own assembly. Our goal, both in the junior high division and in the senior high division, is to have each student participate in at least one assembly. One of the float periods is used for an assembly period which alternates with a home room period every other week. An examination of the registration blanks for fall quarter reveals that every student in University High School belongs to at least one organization. This program has eliminated the domination of a certain group of students and has made 100% participation on the part of student body possible. No provision is made for interscholastic athletics in this particular system. Athletics, as such, must be held after school.

The following forms are used for registration:

Name _____ Home Room _____
I elect the following activities for the Fall Quarter:

Day and Time	Activity	Room
MONDAY (10:00-10:50)	_____	_____
TUESDAY (9:05-9:55)	_____	_____
WEDNESDAY (10:55-11:45)	_____	_____
THURSDAY (1:10-1:55)	_____	_____
FRIDAY (2:00-2:50)	_____	_____

All spaces must be filled in with an Activity or a Study Hall and no changes permitted without the written permission of the Assistant Principal.

Signed: _____
(Student's Name)

The following shows the Wednesday schedule for winter quarter. The schedules for Monday, Tuesday, and Friday are similar.

Wednesday (10:55-11:45)	J22-J29-F5-F12-F19-F26-M5-M12
Jr. High Home Rooms	x- x- x- x-
Jr. High Assemblies—210	x- x- x- x-
Breeze—Miss Daly 207	x- x- x- x-
Wibbilla—Mr. Alm 206	x- x- x- x-
Sr. High Strings—Mr. Jung 211	x- x- x- x-
Sr. High Dramatics— Mr. Brink 210	x- x- x-
Sr. High Girls' Club— Miss Nygaard (Room to be arranged)	x- x- x- x-
Russian Club— Miss Birkmaier 110	x- x- x- x-
German Club— Miss Birkmaier 110	x- x- x- x-
Study (11-12) Mr. Neimi 107	x- x- x- x- x- x-
Study (10) Mr. Schunert 105	x- x- x- x- x- x-

In addition to the fact that this schedule gives the individual student a wider choice of activities within the school day than heretofore, it affords student teachers experience in the field of extracurricular activities. At the present time, we have some thirty to forty student teachers actively participating in club work and other activities. Students and student teachers have frequently expressed an appreciation for the opportunity afforded them by this program which provides otherwise unobtainable experience.

CITIZENSHIP EDUCATION THROUGH STUDENT PARTICIPATION

Stanley E. Dimond

Student participation in the government of a school is potentially the best method for developing good citizens. In actual practice, however, student councils have not been effective. Some student councils are nothing more than political machines. These student councils teach boys and girls to be hypocrites, and develop boys and girls who look upon the student council as a sham.

To be effective the council must be conducted in such a way that boys and girls learn to understand and love democracy better. Essentially, this means that principals and teachers must have faith enough in youth to allow them to solve their own school problems. They should not teach pupils the solutions to problems. Rather, they should teach them how to solve problems. This means teaching pupils to think—a greatly neglected procedure in many schools.

Membership on student councils must be based on individual merit. Where council members are selected because of racial, religious, or class feeling in a school that school is developing future fascists and not citizens for our democracy.

—The High School Journal

Supplementing the home, the school is the most powerful single influence on adolescent development in all its aspects, and on the production or elimination of community and personal problems in areas of social relations, morality, and mental hygiene.—John Lamb McIntire in *Journal of Education*

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Are Students Better Judges than Teachers?

ALL of us are prone to idealize ourselves in passing judgment on the foibles of our students. The moment the transgression of one of our charges is brought into the field of our critical focus, we proceed with the accuracy of a surgeon to dissect the misdemeanor until it apparently fits into our preconceived notions of punishment.

Yes, many of us have been guilty, at one time or another, of having made our miscreant pupils write "I must behave in class," five-hundred times or else! Then we may have chuckled vindictively, "That'll teach the pest a lesson."

Having had more than an empirical acquaintance with the aforementioned psychology of discipline and its therapeutic inadequacy, we were agreeably surprised when first we observed students dealing out justice to students.

How could such a phenomenon have become a reality? It appears that several years ago the need was felt in our school for a complete rupture with the conventional shibboleth of teacher domination over the academic and social experiences of the pupil. To gain the student's confidence en rapport, the idea was conceived of giving him a court of his own, where he could handle breaches of school discipline in his own way.

Thus began the evolution of a student court run by and for the best interests of the students and the school. Over a period of years this student activity has developed a code of judicial processes, traditions, and precedents which make visitors to the court blink in amazement.

The students themselves have set up the list of misdemeanors which can be cause for haling a pupil before the court. They have also evolved a system of punishment which stresses the corrective, rather than the punitive, angle of the sentence. Let us cite several examples.

A boy is found loitering in the hall by a student patrolman. He is given a summons to appear in court at the next session. Eventually he is tried, found guilty by a student jury, and is ready for sentence. The judge orders him to write an essay of two-hundred words on "The Evils of Juvenile Delinquency", and to report back to the court within a stipulated time to have his work passed upon. It is

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safe to wager that this student will seek out his Social Studies, or perhaps, his English teacher either to lend him aid or to guide him in finding sources of information. In this way he derives educational and sociological benefits which in the last analysis are calculable in terms of improved human behavior.

But then suppose, as may occasionally happen, a recalcitrant student comes along—one who flouts the authority of the court and refuses to obey its dictum. What then? Experience has shown that there are rational methods available to bring that individual's perspective around to socially acceptable behavior. The judge may remand him to the principal as a final gesture, if all else fails, and there he usually is made to see that it would be wiser to accept student, rather than administrative, justice.

Many of our cases involve jaywalking as a major offense. The student outdoor patrol takes its job seriously, and rightfully feels that the inculcation of habits of safety is of paramount importance. Consequently, when a student is guilty of this type of violation, he is unhesitatingly handed a summons. When he appears in court, he is immediately made to feel the seriousness of his act. One malefactor was suspended from all student activities and privileges for a period of two weeks. At the end of this interval, he was required to submit a report showing the number of persons killed and injured during the previous year in our city due to his kind of wrong-doing. When he finally produced these statistics, he voluntarily admitted that they would have an ameliorative influence on his future actions.

The court is not without its opportunities for the education of the uncouth and the rowdyish. A year or two ago, a boy was given a summons, much to the displeasure of his friends, who felt that the patrol was incompetent and not within his rights. The faculty advisers to the court and the principal were apprised through grapevine sources that the defendant's pals were going to create trouble in the court-room if their crony was

prosecuted, or persecuted as they preferred to think.

The riot never came off. The presence of faculty members, together with the principal, apparently had a sedative effect. But the important point which we all missed at the time, was that these so-called "toughies" got so wrapped up in the mechanics of the judicial process that their interest excluded any dire thoughts which they may have harbored. As one of them later confessed to us, he had expected to find the court and the jury stacked against his friend. But when he actually saw his buddy receiving impartial treatment from the court personnel without any faculty or principal interference, his respect for that body was captured. This incident had a second happy ending in that the defendant was acquitted.

Here, indeed, is a pupil activity which engenders democratic ideals. It serves to emphasize the thesis that boys and girls in the adolescent stage are capable of judging one another's behavior aberrations in as rational a manner as faculty members. Then, too, they evince a more mutual respect for the decisions handed down by their student equals than for the arbitrary penalties imposed by, what to them sometimes seem, willful teachers.

Broadcasting Has the Grip

W. N. VIOLA

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THE radio broadcast course has gripped the high schools in the United States. The pupils think it is a snap subject and too often it is. Under incompetent guidance the pupils become slovenly and lazy. If the assignment is not prepared one day, the next will do, they think. One does not even learn to memorize or to be original. Ready-made scripts are handed to the boys and girls to read. The teacher of such a course thinks it is good publicity, while the other members of the faculty think it is a nuisance, and both are right at times.

It is surprising how slow the schools have been in accepting radio training.

Thorough investigation and testing with great dignity are necessary before Education adopts a new idea, and then it is too late, for newer ideas have arrived. Television is now commercially successful.

Broadcast training is actually harmful to many high school pupils. Radio speakers are not seen by the listeners, so why bother with appearance and physical response to thought? However, a good radio speaker does react emotionally. It is natural to change facial expression and to emphasize with the hands. Training in bodily action is just as important as that of the voice. The actor of the stage and screen demonstrates his emotions through physical reactions as well as through vocal sounds. Which does one remember most vividly and longest, that seen or that heard? Many tests prove that the visual appeal is much stronger. In that case more time should be spent in training the pupil about his physical appearance. Radio speaking has neglected that.

A fundamental course in speech should be required before allowing a boy or girl to indulge in radio broadcasting. One may not have a microphone handy for all occasions, but one can talk without it at anytime. The orators of the past generation could be seen and heard in the largest of auditoriums. Is our modern youth so frail that it is too difficult for him to do likewise? A microphone is like a crutch. The user begins to depend upon it more and more, until he is a helpless victim of it.

The voice is everything on the radio, advises the novice instructor. Good diction is an excellent acquisition, but that is acquired through physical co-ordination. Now that television is becoming popular, radio entertainers will have to study gesturing or lose their standing. When silent "movies" changed to "talkies" the actors had to study voice—or drop out of pictures, which many of them did. Thus it will be with radio people attempting television. The knowledge and application of all fundamentals of a subject are always necessary for a complete job well done.

The intelligent progressive teacher realizes the importance of a fundamental course in speech and will require it before a pupil may join a course in radio broadcasting. Unless there is a good teacher for the class, it is best not to have a class in this subject at all.

Sponsoring the Science Club

THE science teacher invariably is a sponsor of a science club. However, little training for conducting such clubs is provided in teacher-training institutions. The novice teacher consequently is ill-prepared to assume these duties so as to insure effective student participation.

The purposes of this article are to offer objectives for such clubs and to suggest procedures for guiding the activities of the teacher and club members to meet these objectives. This article is presented in two parts, Part I—The Development of the Science Club; Part II—The Program of the Science Club.

PART I

THE DEVELOPMENT OF THE SCIENCE CLUB

I. WHAT IS A SCIENCE CLUB?

"A Science Club is a group of students organized to pursue in an interesting and orderly manner, under proper leadership and guidance, a definite program of scientific investigation and experimentation."

II. WHAT ARE THE BASIC PURPOSES OF SCIENCE CLUBS?

1. To offer an endless variety of closed meetings, with emphasis on student participation, with such activities as field trips, demonstrations and lectures.

2. To sponsor scientific lectures for the school and community.

3. To entertain civic organizations by special programs, as a means of cementing school and community relationships.

4. To sponsor benefit programs for the purchasing of special equipment.

5. To affiliate and participate with national organizations in the propagation of science and conservation. (i. e. National Audubon Society, Izaak Walton League.)

6. To exhibit principles of vision, as propagated by science, to the community.

7. To utilize principles of the scientific method and psychology in the advancement of science club activities."

III. WHAT PARTICULAR OBJECTIVES MAY THE SCIENCE CLUB MEET?

A. Scientific Objectives

1. Supplementary and factual informa-

¹...., "How to Organize a Science Club," New York: American Institute of Science and Engineering Clubs, 1941, p. 3.

²Astell, L. A., "Fostering Science Clubs in the High School," *Journal of Chemical Education*, Volume 6, March 1929, pp. 497-500.

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- tion
2. Modern applications and current science
3. Scientific ethics, spirit, appreciation and attitudes
4. Experimentation
5. Development of projects
6. School and community benefits through assemblies
7. Sponsorship of school museums
8. Correlation of intra-and extra-curricular science activities
9. Field trips
10. Stimulation of pupil research
11. Training in the use of the inductive method
12. Stimulation of adult education
- B. Egocentric Objectives
 1. Development of individual student interest
 2. Provision for social intercourse
 3. Development of student leadership
 4. Provision for vocational training
 5. Learning of self-expression
 6. Development of self-reliance
 7. Worthy use of leisure time
 8. Building of character via search for truth
 9. Development of good citizenship
 10. Stimulation of private collections and laboratories."

So far, this article has attempted to define the science club, to present the general purposes of the science club, and to list objectives toward which the activities of a science club should be directed. All of these points must be understood and appreciated as part of the background of the science club sponsor.

The knowledge of these various items *per se* is useless. The principles and objectives must be used to influence practice and to set up worthy goals for the organization.

The problem then presents itself as: "What must be done to change principles and objectives into practice? How can I get a science club started?"

³Astell, L. A. and Odell, C. W., "High School Science Clubs," *Bulletin of University of Illinois*, Urbana, Illinois, 1932.

IV. WHAT MUST BE DONE TO ORGANIZE A SCIENCE CLUB?

Let's face the facts! Well-organized science clubs are the exception, not the rule. Many reasons can be given. Some are:

1. Indifference on the part of the administration
2. Lack of leadership on the part of the sponsor
3. Lack of interest on the part of the students

If you are a science club sponsor, indifference on the part of the administration must be disregarded. The administration was interested to the extent of appointing you as sponsor, so further leadership is on your shoulders.

Leadership of such a club is not easy. Tangible reward for your efforts will seldom be given. Reward will come first, from personal satisfaction of a job well-done, and secondly, from knowledge of creation of scientific interest in the students.

Good leadership of a sponsor requires the following:

1. Stimulation of student planning for the club
2. Development of group-mindedness on the part of club members
3. The use of and encouragement of natural curiosity

One of the first problems (if no organized club is turned over to your sponsorship) is to select the type of science club you feel may best meet the needs of the students.

The type of science club selected depends upon the following:

1. *Student interests.* When the appointed time for the first meeting arrives, you will no doubt find students appearing. If it is necessary to decide the type of science club to be organized, discuss the matter with the students. Discussion may show the need for several activities to be carried on simultaneously, or it may disclose a common interest, which may result in a specialized type of science club.

No matter how interested you may be in a specific type of club, *don't try to force it on the students!*

2. *Experience of sponsor.* It may be necessary to choose a secondary interest of the students for the club activities. This may involve the use of ingenuity on the

part of the sponsor. While teacher-pupil planning and mutual learning are desirable, it is unlikely that a sponsor, with little or no knowledge of radio, would be able to do an adequate job with a radio club.

3. *Material available.* A photography club is not a feasible activity if there is no darkroom space or if the students do not have cameras.

The final choice of a club, based upon the above three criteria, should be a co-operative decision on the part of the sponsor and of the students.

Without student interest the club cannot be a success! The first step in club organization should be to definitely locate the student interest and *exploit it.*

It may be said that the *general* type of science club will usually meet the needs of the younger high school students. The interests of younger students usually have not become as defined as those of older high school students, for whom the *specialized* club will likely prove to be the desired choice.

A. Operation of First Meetings

The first meetings should be informal and devoted to the following:

1. Decision on the type of club desired
2. Selection of a committee to prepare a slate of officers

(As a word of caution—the officers should reflect student choice, not the choice of the sponsor. The sponsor may suggest *qualifications*, but should avoid suggesting *personalities*. Keep the number of officers to a minimum.)

3. Selection of a committee to set up a constitution for orderly club operation

(The sponsor should suggest that it be kept simple. Sample science club constitutions are available in current literature for guidance. No constitution should be transplanted from another school.)

Science clubs are intensely local phenomena. Keep this in mind!

4. Setting up of eligibility requirements to be incorporated into the constitution. Some common bases for membership are:

- a. Students who are taking or have taken science courses
- b. Membership may be restricted to

those who have passing grades in science

- c. Membership may be open to all students in specific classes
- d. Sex may be the limiting factor in deciding membership

(The number of members will be determined by club aims. Statistics show that membership in science clubs ranges from 7 to 465 members.)

Planning and organizational efforts on the part of the students should be encouraged and become part of their educational experience. The main effort expended at the early meetings is to get *some action*. At this critical stage the club can be won or lost by presence or absence of activity.

B. Operation of Later Meetings

- 1. The sponsor: a club critic and guide
 - a. Make the club a pupil affair
 - b. Attempt to correlate the extra-curricular activities with the curricular program
 - c. Guide the science club in such a manner that it may act as an incentive for poorer students
 - d. Attempt to modulate the club activities. (Activities and programs begun in a flurry tend to die fast)
- 2. The members:
 - a. Have meetings handled by duly-chosen officers
 - b. Agenda of meetings should be planned in advance
 - c. Set up a schedule or order of meeting to facilitate activities and maintain interest

A sample order of meeting may be as follows:

- 1. Reading and confirmation of minutes of prior meeting
- 2. Business reports and discussions, planning of excursions
- 3. Illustrated talk or demonstration by member followed by free discussion
- 4. Discussion of questions submitted in question box
- 5. Experimental or individual work

Routine business activity be kept at a minimum.

V. What are some general activities which can be carried on by science clubs?

- 1. Hold meetings
- 2. Organize field trips

Trips to outside industrial establishments may crystallize future vocational patterns of students.

3. Stage demonstrations for club and school

Successful and interesting demonstrations are vital to the success of the science club and depend upon the equipment available.

4. Arrange extra laboratory work periods for interested students

- a. Private enterprise commercializes on extra-school science interests. The school should take similar advantage of the opportunity. (i. e. Gilbert Institute of Engineering—"Erector"; Chemcraft Chemist Club of America—"Chemcraft Set"; Meccano Guild—"Meccano.")
- b. Provide enrichment for curricular science

5. Present Exhibits

- a. Obtain and prepare commercial exhibits for school showcases
- b. Prepare exhibits of science and technology as related to the local community
- c. Present exhibits of curricular science to acquaint the rest of school with program

6. Operate a question box between students and science club members

7. Engage in competitive projects and programs

- a. Initiate a point system to stimulate competition between members
- b. Have an annual science project and demonstration exhibit in school with prizes awarded

8. Meet with other science clubs

- a. Enter exhibits in science fairs
- b. Send representatives to science congresses
- c. Organize zone meetings between schools
- d. Organize exchange services between science clubs

9. Publicize science activities

- a. Use bulletin boards to post activities, explain exhibits, give answers to questions in question box
- b. Post bulletins in annual Westinghouse Science Talent Search
- c. Publish a mimeographed sheet or leaflet for school distribution, explaining science club activities
- d. Display safety and health posters

Criteria for selection of science club activities:

- 1. Is it scientifically sound?

(Continued on page 64)

The School Turns Big Top

ONCE a year the regular routine of the school is turned topsy turvy, and teachers set out really to enjoy helping stage the "annual all school carnival". They know, however, that for the time being they have let down some bars to the usual accepted routine of a well conducted school.

There are many things to be said in favor of the school carnival, and I can hear the elite brothers of the educational fraternity proclaim: "There is much to be said against this monstrosity of education". What is education? I shall leave to educational snobs who have always had a rich school board with unlimited funds to endow them the task of condemning this worthwhile community project.

I have set out here to tell my reader audience just how one of these events is planned and just what takes place in the school building on carnival night.

Early in October and just after the school has gotten over the opening pains of September, the student council meets with the high school principal. Before the meeting has progressed far, some member of the council makes a motion that the council again sponsor the annual school carnival. This motion is made after "Socially Minded" has cast a sheepish glance at the principal, knowing full well that the principal is put to his wit's end to finance all the projects the school needs from the limited budget allowed him by the board of education. After some discussion, the motion is carried and the council, sponsored by the principal, is designated to have full management of the carnival.

Soon after the student council and principal have decided to have another carnival, a meeting is called, a meeting of the principal, all faculty members, members of the student council and presidents of all classes and all other school organizations. It is desirable that the help and co-operation of all faculty members be secured. Also, as this is a large affair, all students of the school should help and have their full share in planning and staging this important all-school function, the largest and best attended event of the year.

The meeting to plan for the carnival is usually held on some evening, to give am-

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ple time for the attendance of all faculty members and interested students. Usually this is the most interesting and best attended school business meeting of the year. As the meeting progresses, that both teachers and pupils are most enthusiastic and delighted in having a part in helping plan such a sizable school affair is obvious. After this group has consumed much time in discussions and planning, the date for the carnival is set and the principal is designated as the "General Manager". In this managerial job the principal is to be assisted by the president of the student council and three or four student leaders. This group is to be known as "The General Carnival Management Committee." This group now adjourns *sine die*, having accomplished what they met to do—set the stage for the biggest school show of the year.

If the principal is smart, he will have plans laid, and on paper, for the carnival. He should present them at the meeting of teachers and pupils and get his plans adopted. Every event that is planned should have a teacher-sponsor and a pupil-chairman and committee. The sponsors and chairmen are usually selected before the planning meeting adjourns. Teachers should be permitted to select the event they wish to sponsor. The pupil chairman should be one who will work and who is interested in some special event.

At some future time, all committee memberships should be filled from the membership of the general student body. The names on these committees and their sponsors should be posted on the school bulletin board, and an interesting article written concerning the committee sponsors and members—for the school items in the local newspaper or for the school's weekly or monthly publications.

The most successful school carnivals are held in the fall of the year—any time soon after the busy work season of the community is over and the school's athletic seasons do not conflict. Any date after the middle of October and up to Thanksgiving Day is fairly suitable. Halloween Night

has proved quite opportune for "Carnival Night", due to the fact that the carnival has been a valuable asset in holding the interest of boys and girls, diverting them from the usual Halloween pranks.

One school held its carnival on the Wednesday night before Thanksgiving Day, since Thursday of that week was a holiday and the townspeople, not having to work on a holiday, attended the school's carnival *en masse*.

The events planned for any school carnival should be in keeping with the size of the student body and faculty of the school. Do not plan too many events, more than can be well managed, and, by all means, do not plan too few. Be sure you have sufficient fun and entertainment—varied to suit all ages, and of sufficient interest to hold a sizable audience for the length of time desired. This time should be ample for the crowd's leaving with the school all the money it wishes to spend. One good reason, and the only explainable excuse, that can be given for tearing up the regular school routine for such an affair is that you need money with which to buy much needed supplies and equipment that can't be gotten in any other way.

If you do not spare the advertising, you will have the largest crowd in your school building of the year. Then, be sure you make the most of your opportunities.

Besides the committee of general arrangements, there should be a well selected advertising committee and a well selected soliciting committee. Both committees should get out all kinds of hand bills and posters and send them to every conceivable place that is likely to increase attendance at your carnival. Newspaper advertising should be freely used. Making of trips to near-by schools also proves a valuable advertising aid. The soliciting committee should call on all the local merchants and business men, as well as those in the neighboring towns where people of your community trade. Money and all types of merchandise should be solicited. These articles will prove valuable in furnishing suitable prizes for the carnival. Also, if the soliciting committee makes the proper approach, they will be a valuable advertising aid for the carnival. If the principal of the school is thoughtful, he will draft a "To Whom It May Concern" letter that introduces the soliciting committee and explains its mission to the solicited merchant.

Other committees that are valuable and usually needed for a successful school carnival are: Refreshment committee, games committee, committee for special shows, and a committee to conduct the giving-away-of prizes.

There should be a general program at the carnival. This gets people together in one crowd, where all kinds of stunts can be carried out. Here you can select your "Carnival Queen" and stage her crowning. Here just after the program you should have the drawings for the door prizes and the articles for which tickets have been sold.

Never forget to have a committee for tickets, finances and admissions. This committee on "Carnival Night" will find it quite necessary to have made some well laid plans beforehand.

Many supplies are needed from the usual school carnival houses in order to assure a successful and enjoyable evening. This ordering may be left to the committee on general arrangements, or, better yet, to a special supplies ordering committee.

If a dance is to be given, the plans for making this an enjoyable affair and the getting of a good orchestra should be given over to a special committee. This committee, as well as all others, should be kept well in hand by the teacher-sponsor.

Never forget the decorating committee. This committee takes over, several days in advance of "Carnival Night" and, to a well laid out plan puts the whole school in festooned attire, using the school's colors and colors suitable to the time of year the carnival is given. This committee, assisted by each special committee, creates a pleasant sight for the visitors when they arrive.

Many other committees have from time to time been used, but those mentioned will suffice to insure any school a successful carnival.

At a successful carnival last year, the first feature that greeted the eye on entering the building was "Welcome," and all the people in attendance found that this word characterized the spirit of the evening.

No one minded the small admission charge of fifteen cents at the door, for smiling ticket girls assured all they would have an opportunity for the door prize later in the evening. The clowns, dressed in the usual clown costumes, took over and directed people to the various attractions

and booths. These clowns, besides acting as guides, provided much merriment by their many antics and stunts throughout the evening.

The "Country Store", which was conveniently located in the main corridor of the building, was the first place to attract attention, and soon the managers of this concession were well nigh swamped with customers. Here confetti, noise makers, attractive hats, and other articles too numerous to mention were sold. Soon the whole place was a "din" with noise. Even the teachers and principal were pelted with confetti as they went up and down the long hall and in and out of the numerous concessions. But who cared? Everyone seemed to be having a good time.

The doors were opened at seven o'clock and most of the concessions and shows were in full swing at seven-thirty. People by that time had begun to swarm into the building and kept it up until the carnival closed down when the dance orchestra played "Home, Sweet Home."

"The Gypsy Inn", where delicious food and drinks were served all evening, was a crowded place. The decorations of the inn and the costumes of the waitresses carried out the idea the name of the inn conveyed. People do love to eat.

The smaller youngsters rushed to the fish pond, and all too soon all the fish were caught. The school's projector was put to use, and one of the progressive high school lads operated a motion picture in the school's shop. Both ends of the "gym" were used for games and special shows. Ball throws, darts, and bow and arrow games were well patronized by the younger crowd, while the older people went to the shows or just ate. Almost everyone stayed until the program, the main attraction of the evening, took place.

Everything was closed down at a little after nine o'clock for the program, for which all had paid two-bits to see. Practically all of the six hundred persons jammed themselves into the "gym" for this event. Here they expected some excitement and entertainment—and got it. The first number on the program was music by the school's band, which was followed by a number of pantomime selections by the Girls' Glee Club. Then came five very cleverly planned and efficiently rendered radio programs, given by various high school groups. The stage manager, a tall sophomore wearing a high hat and carry-

ing a cane, introduced the "celebrities" from Hollywood (?). Here were impersonated such notables as: Fibber McGee and Molly, Edgar Bergen and Charlie, Henry Aldrich and his unpredictable family, Bob Hope and Bing Crosby, Mr. Gildersleeve and A Date With Judy. The boy who impersonated Bing Crosby and sang one of Bing's song hits brought down the house.

Immediately following the program, the principal and a group of the football boys took over and held an election for the "Carnival Queen." A sizable number of candidates were nominated from the girls of the school, who were the center of attraction on the stage while the voting was going on. A good showman and ballyhooser harassed the guests into voting for their favorites for carnival queen, at a cent a vote. Time was called after twenty minutes of exciting voting, and it was found that "Frankie", a little freshman girl, had been elected "Carnival Queen", with a vote of 2750, and the school was richer in the sum of \$87.50. "Frankie" was crowned by the president of the student council and then assisted to a beautifully decorated throne to "reign" the remainder of the evening. This part of the carnival was concluded by the drawing of the prizes.

After the drawings, the gym was cleared for the dance, where the young crowd danced to music of a well selected six-piece orchestra imported for the occasion from a nearby metropolis.

After the program feature was over, many of the other events of the carnival were re-opened and remained in full swing until the close of the carnival. In one of the large rooms, an auction was held, where many donated articles were sold. This auction took place while the dance was going on and proved much fun for those who did not care to dance.

Two hours after the stroke of twelve the carnival was over, and soon the building was deserted except for a few tired pupils and teachers who, after hurriedly putting away the unsold and unclaimed articles, counted the take of the evening and then hurried home. Tired? Yes, but happy and satisfied in the realization that they had given the community a worthwhile bit of entertainment and the community had given the school a sizable amount of money—\$1,058.65 which, when the expenses were subtracted, left the nice neat sum of over \$600.00.

Compulsory Arbitration of Labor Disputes

RESOLVED: That the Federal Government Should Require Arbitration of Labor Disputes in All Basic Industries.

DURING the next few months, the newspapers and magazines of this country will be filled with pro and con discussions of the Taft-Hartley labor bill. Labor leaders have already branded it the "Slave Labor Law", while many of the leaders of industry consider that this law has given management its first equal footing with labor since the passage of the Wagner Act in 1935. While both sides will be discussing this bill, the high school debaters of the country will be attempting to find an answer to this year's debate question.

The selection of a labor problem as the subject for the national high school debaters came as a reversal of policy regarding the topics that high school students would discuss. While the national college debate topic has been on labor topics several times recently, the high schools have not debated upon a labor topic for as many as twenty years.

It is only natural that high school debaters will want to know just why this debate topic should be so important during the present year. Actually the problem of controlling strikes and labor disputes would make a good academic debate question at almost any time. This year, however, this debate topic has even more significance.

In order really to understand its importance, the debater must have some knowledge of the activities of organized labor since World War I. In 1919, at the end of World War I, our country went through a period of adjustment when the problem of controlling labor was of primary importance. During that war, the United States did not begin to mobilize its complete resources in the conflict that has just ended. Our nation did, however, develop its capacity to produce, and with the increase in our production, labor unions grew and became very strong. Following the first World War, there was a period of recession, and the labor trouble that developed resulted in great losses in union membership and the eventual reduction in the power of labor unions. Both labor and management looked back

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to the days after World War I for their pattern of action after World War II.

In order to understand the forces that have appeared on the labor-management front since the end of the last war, the debater should know the plans and objectives of both the labor leaders and the leaders of management. To begin with, it is safe to say that labor leaders were anxious to maintain all of the gains that labor had made during the Roosevelt administration, and particularly during the war. Labor had reached its greatest strength in actual numbers of union members. Union treasuries were full, and leaders wanted to keep them so. In most cases labor had won the right of demanding a closed shop, and for all intents and purposes it appeared as if labor was almost all-powerful in its dealings with management. Labor wanted to maintain this condition.

The problems of management were almost opposite to those of labor. After the adoption of the Wagner Act, management had felt that it had not received a square deal in the courts when labor problems were brought to trial. During the war, labor had even been given greater rights, but huge profits and the spirit of cooperation that is always needed in wartime made it inadvisable to have a showdown with labor at that time. With the end of the war management felt that the time had come for some decision regarding the power of labor unions.

When World War II ended, both labor and management were ready for a showdown. Labor could look back to 1919, when union membership fell off very rapidly because of the antagonism of management. Management was hopefully waiting for the time when the power of labor might be broken and a more equal balance established between labor and management in bargaining for working conditions and wages. As these two great powers attempted to solve their problems, the public became a helpless victim of their bickering.

During World War II, American pro-

duction of homes, refrigerators, automobiles and basic consumer goods almost stopped. We ended the war with a backlog of demands for goods that needed to be filled. Labor knew about these demands and so felt that wages should continue at the same level that they had been during the war. Management, on the other hand, was interested in converting to peacetime business as soon as possible and so was not willing to allow wages to go up. The result was a number of strikes and work stoppages that left the public without the goods that they needed. When this happened, the public wanted to see if something could not be done about the situation, and the result was the Taft-Hartley bill.

During 1945 and 1946, the United States experienced one of the greatest waves of strikes in history. With the public demanding steel, automobiles and other materials that it could not purchase during the war, labor and management were at odds over wages, conditions of employment and union regulations. It mattered little to the participants that the public was demanding goods. The employers had made huge profits during the war and so were able to forego additional profits for a time. Labor had been working long hours and was looking for an opportunity to have a little more leisure. Since both labor and management were restless during that period, it was inevitable that we would have unrest.

Another factor in the large number of strikes was the increasing cost of living that followed the relaxing of price controls when the war ended. Although the wages paid to labor had been frozen for the duration, the working man was allowed to work overtime, and so his take-home pay was very satisfactory. With the end of the war, workers were returned to their regular work weeks. This really meant that the worker would have less actual cash to spend when the war ended, at a time when the cost of living was increasing. When such a condition exists, we can expect strikes for higher wages.

There seems to be only one inevitable result of such a situation. The public will become aroused and demand government action. This is just what happened when the people sent a Republican Congress to Washington last November with a clear mandate to settle the labor situation. This was done in the Taft-Hartley Act, which

forced a period of negotiations and arbitrations before a strike can be called, outlawed the closed shop, and took away many of the powers that labor had had under the Wagner Act.

In this debate, the affirmative is defending a system in which labor disputes in all basic industries must be settled by arbitration. Such a system allows labor and management to meet in peaceful bargaining, but when that fails, instead of going out on strike, the dispute must be arbitrated. It will be the duty of the affirmative to prove that such a system is the best way to solve our labor problems in America today.

A DISCUSSION OF THE MEANING OF THE TERMS OF THIS DEBATE TOPIC

"THE FEDERAL GOVERNMENT"

By the term "The Federal Government" we mean the government of the United States, acting through its legally elected representatives in Congress. We say that any legislation that affects the basic industries of the nation must be enacted by Congress, since under our Constitution the right to make such a law or laws is vested in the Congress. When such a law is passed by Congress, it will be administered by the administrative branch of the government, which is headed by the President of the United States.

Taking this term in its proper relationship to the entire debate topic, we see that it means that Congress shall pass the legislation necessary for establishing a system of required arbitration in all of the basic industries and that this legislation shall provide for the administration of the system.

"REQUIRE"

The term "require" is one of the most important qualifying terms in this debate topic. This means that arbitration of labor disputes in all basic industries is compulsory. Both parties to a labor dispute, labor and capital, must submit their disputes to arbitration and accept the decisions of the arbitration court under this term of the question. This does not mean, however, that the two parties cannot settle their disputes by other peaceful means. It does mean that when they cannot agree arbitration is necessary and will be required, regardless of the opposition that may be shown against such a method of reaching a decision by either or both parties.

The implications of this term are many.

Not only does it mean that all labor disputes in the basic industries will be handled by arbitration, but it means that many of the methods that are now used by both labor and capital during a labor dispute will be outlawed. We will no longer have the strike, the boycott, or the sit-down strike as a weapon in the hands of labor in the basic industries. Mediation may be used to settle a dispute, but if it fails arbitration will be required.

"ARBITRATION"

The wording of the question makes this term mean compulsory arbitration in the basic industries. Arbitration is a means of settling disputes by presenting both sides of the dispute to one or more impartial persons who have been chosen and given the power to settle the dispute. Frequently each party to the controversy selects an arbitrator and these two select a third. By the wording of this debate topic, we can see that the findings of the arbitrator or board shall be final and binding upon both parties to the dispute.

"LABOR DISPUTES"

A labor dispute is any matter causing a difference of opinion between labor and capital that cannot be settled by collective bargaining, mediation, or other method of finding a solution to such differences. A dispute might develop over hours of work, wages, conditions of employment, the check-off system, or any one of a number of factors. This term does not refer to strikes, but rather to the causes of strikes.

It must be pointed out that minor causes of differences between the two parties of labor and capital that can easily be settled by conference do not constitute a labor dispute. It is the spirit of this question to require arbitration only after other methods of settlement have failed. The question does not propose to take away the bargaining rights of labor, but rather to protect the public against serious strikes and work stoppages in the basic industries.

"ALL BASIC AMERICAN INDUSTRIES"

This term leaves a great deal to the debater in making his interpretation of the question, since no definition is given of what is meant by the basic industries. An industry that is basic to the American people is one that is fundamental to the welfare of the people. Thus we can see that the coal industry is probably a basic industry, since it not only affects the heat-

ing of homes, but it is necessary to the making of steel, a basic material for most industries.

If we were asked to make a list of the basic industries we would include the following: (1) steel; (2) coal; (3) oil; (4) gas that is transported over state lines; (5) all maritime shipping; (6) railroads; (7) electric power; and (8) telephone and telegraph service. The debater may add to this list, but it would be difficult to reduce it.

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

THE DILEMMA

The dilemma is a method of strategy that may be used in debate by either the affirmative or the negative teams. This strategy consists of asking your opponents a question that has two very obvious answers. This question should be so worded that, no matter which of the two answers your opponent may select, his argument will be weakened by announcing his choice. When properly used, the dilemma is one of the most effective methods of debate strategy known.

SAMPLE AFFIRMATIVE DILEMMAS

QUESTION

Is it the contention of the members of the negative team that some adequate system of regulating labor problems will be developed in the future that will be satisfactory to labor, management, and the general public?

IF THEY ANSWER YES!

If we understand the point of view of the members of the negative team correctly, it is that they believe that in the future there will develop some system of regulation of all labor problems that will be satisfactory to all three parties. When they make such an answer, they are also making at least one admission. They are admitting that our plan of controlling labor problems is not satisfactory at the present time. This is a very serious admission upon the part of the negative. It amounts to a complete admission of the first major contention of the affirmative which is that there is need for a change. They admit that the present system of regulation is a failure. Then they go on to say that some time in the future some system of regulation of all labor disputes will be found that will be effective.

Their line of argument is very much
(Continued on page 76)

ASSEMBLY PROGRAMS

for NOVEMBER

Many school officials are looking forward to the time when assembly programs will be exchanged regularly with neighboring schools. Already the exchange of programs has become a common practice in some localities.

Reports received by this department have mentioned the formation of a number of organizations for the purpose of exchanging assembly programs among secondary schools. An example of this is the West Suburban Conference of Illinois. High Schools in the Conference—Hinsdale, Riverside-Brookfield, Downers Grove, Maine, Glenbard, York, and LaGrange—are located near Chicago. Each school in the Conference presents two programs each year in exchange for two from neighboring schools. According to Miss Naidene Goy, Teacher of English at the Hinsdale High School, the Conference was organized to sponsor exchange programs in the interest of goodwill, to increase interest in assemblies, and to vitalize activities in general.

PROGRAM SUGGESTIONS FOR NOVEMBER

Week of November 3-7—Exchange Program with Neighboring School.

In view of the interest in exchange programs and the values which are likely to result from this type of activity, it is suggested that during the first week in November schools all over the country plan to arrange for the exchange of an assembly program with a neighboring school. This might be an outstanding program which has been presented during the first two months of school, or one especially prepared for the occasion. Some schools have found that student talent programs are especially popular when presented at a neighboring school. Others have been very much interested in exchange programs dealing with co-curricular activities.

If certain schools do not wish to arrange an exchange assembly for this week, a program on safety would be found appropriate. It is important to emphasize safety early in the school year, and no time or place for doing this is better than in assembly the first week in November. Below is an account of a program on safety presented last fall in the Decatur, Georgia, Girls' High School. It was written by Mrs. Walter Herbert, a member of the faculty of Girls' High.

One morning last fall, just before the bell rang, an ambulance arrived in front of our school with its siren blowing full blast. The ambulance stopped and about twenty patients emerged; some with bandaged heads; some with arms in slings; and others on crutches. Great speculation ensued as to what on earth had happened.

C. C. HARVEY

Salem, Public Schools
Salem, Oregon

The assembly program was the answer to the question. On the stage these injured girls told their stories. One had slipped on the skates left on the steps. Another had upset a pot of hot grits. A third had gotten an electric shock in the bathroom. All their stories revealed the danger of accidents in our own homes. It was a perfect build-up for the Director of Safety Week, who made a short talk on the subject of "Home Safe Home." This is reported as a good example of how we not only built up suspense in a program but how we made it deal with the problem of safety in a realistic and impressive way. It might be suggestive to other schools.

Week of November 10-14—American Education Week Program.

"The Schools Are Yours" is the general theme, and November 9-15 are the dates for American Education Week 1947. Daily topics are: November 9, Securing the Peace; November 10, Meeting the Emergency in Education; November 11, Building America's Future; November 12, Strengthening the Teaching Profession; November 13, Supporting Adequate Education; November 14, Enriching Home and Community Life; and, November 15, Promoting Health and Safety.

American Education Week this year suggests numerous possibilities for an excellent assembly program. An interesting forum or panel discussion can be built around the general theme or any of the topics suggested for daily observance. Naturally the program should be related to local conditions and needs. Here are accounts of how the Week was observed in assembly at two schools last year. The first, written by Gretchen Askerberg of the South Side High School, Fort Wayne, Indiana, describes a combination Armistice Day and American Education Week Program.

Armistice Day combined with American Education Week gave South Side High School the theme for one of its loveliest and most impressive assemblies. The whole program was based on the idea that only through education can we have lasting peace. The various attributes presented in the program as necessities for peace were represented by girls dressed in white formals and wearing banners bearing the names of the attribute. Knowledge entered at the beginning of the program carrying her lighted torch and gave the poem by Elizabeth R. Finley,

"The God of Great Endeavor Gave Me A Torch to Bear."

The central idea of the program was put across to the audience by a South Side boy who read a background script over the public address system. He told how America's forefathers, through education and knowledge, helped to extinguish intolerance, bigotry, prejudice, and ignorance in America; how on Armistice Day at the close of World War I the dying bearers of the torch of knowledge flung it to the rest of the world crying, "To you from falling hands we throw the torch. Be yours to hold it high. If ye break the faith with us that die, we shall not sleep though poppies grow in Flanders field."

Following this were the Call to Colors, the "Star Spangled Banner," and Taps, during which the flag was lowered to half mast as we paid tribute to our dead of World War I. To the musical background of "My Buddy," the voice read on telling us how we did not fail in our great task even though the torch may have burned low at times when greed, hate, and lust flared up in the hearts of Americans and dimmed the light. It told that our modern civilization was a race between education and catastrophe, and that youth must learn new ways to meet this atomic age.

While the South Side Choir hummed the "Navy Hymn" in the background, the girl representing Self-Sacrifice entered. The idea was brought out that in order to secure peace, we must have self-sacrifice. Self sacrifice went up and lighted her candle from the torch of Knowledge, showing that self-sacrifice comes through knowledge, that ignorant people are unwilling to sacrifice. Co-operation entered next with the notion that to promote understanding there must be cooperating of individuals, races, creeds, and nations. She also took her light from Knowledge.

Brotherhood came in next showing that freedom through brotherhood is possible only through knowledge, and she also lighted her candle. Righteousness followed Brotherhood to the words that the men that make our world secure must be righteous men, and righteous men are intelligent.

Peace entered last and had her torch lighted with a little bit of each of the attributes which go to make up peace: self-sacrifice, co-operation, brotherhood, and righteousness—all through education.

Over the public address system these words were heard, "Scientists today, as they point out that peace is the only defense against the atomic bomb, are calling: 'To youth from scientists' hands we throw the torch. Be yours to hold it high!'"

"South Side Youth, this is your challenge. Be yours to hold it high!"

A South Side boy, the president of the Senior Class and of the Hi-Y, came forward with his unlighted candle leading a group of Senior boys

carrying the flags of the United Nations. As the boy representing South Side Youth took his light, the boys bearing the flags formed a circle around the platform, showing that the world must be one in peace. The boy turned to the audience and said:

"Your flaming torch aloft we bear
With beaming hearts an oath we swear
To keep the faith...We lift the torch."

The program closed with the words that in order to have world peace we must have order in the nation, harmony in the home, beauty in character, and righteousness in the heart. As "Onward Christian Soldiers" was sung by the entire student body, the participants in the program formed the picture of world peace and unity through Christianity.

The second account of an American Education Week assembly program was written by Ruth M. Mervine of the Audubon, New Jersey, High School, and describes last year's presentation in her school.

The History Department of Audubon, New Jersey, High School, received the following note: "You are responsible for the assembly program for American Education Week."

Only the atomic bomb itself could have delivered a greater jolt than the assignment of this program to be built around the general theme for the Week—"Education for the Atomic Age." The theme was to be covered in two programs, one for the Senior School and another for the Junior School.

Written invitations to the school and the assemblies were sent to all parents through the home rooms.

Members of the department met and decided to present one program suitable for both schools. We were mindful of the score of rehearsals scheduled for the identical time we planned to practice, of the need for a place for rehearsal (as the auditorium is constantly in demand), to say nothing of a time when faculty and students could meet together. First of all, we reached these decisions:

- 1) A local minister would be invited for Bible selections.
- 2) We'd have participating the three music departments of our school, the art department, and as many other department fields as possible.
- 3) Grades seven to twelve would be represented.

When the program was finally presented it ran as follows:

- 1) The orchestra played while the students were entering the auditorium.
- 2) A member of the senior class lead in the flag salute, followed by the National Anthem.
- 3) The minister was introduced to the assembly for Bible reading and the Lord's Prayer.
- 4) A short essay on the origin of American Education Week, its value, and significance was given by a student.
- 5) A violin trio, "Deep River," was played by

two members of the orchestra and the orchestra director.

6) A series of tableaux, symbolic of the theme for each day of the Week were presented. Three scenes were set up on the stage at one time. The topic for each scene was announced as the spot-light was turned upon it. Two or three sentences were read stating the significance of the scene, while the light remained fixed.

SCENE I, "Practicing Brotherhood," was portrayed by a white boy and a colored boy shaking hands; the background was many of the flags of the 54 United Nations.

SCENE II, "Building World Security," used more of the flags as a background, a large globe in front, and above this a scroll held by a boy and a girl. On the scroll were "UN" and "UNESCO." Here the meaning of the two were explained.

SCENE III, "Facing New Tasks," had a large blackboard for the background with the weekly theme, "Education for the Atomic Age" written so all could see. A regular schoolroom scene was the setting with the teacher pointing to the theme. Equations, formulas, etc., were also written on the board. (Following Scene III, the High School Choir sang two numbers. This provided time for the changing of scenery.)

SCENE IV, "Developing Better Communities"—Two large easels were used. The jackets removed from recent books were displayed on one. The other held two pictures made in the art department: (1) our high school with different nationalities standing before it, (2) a community scene showing homes, churches, and schools.

SCENE V, "Strengthening Home Life," was just an ordinary home scene—father reading, mother sewing, and two children playing. (At this point a saxophone quartette, consisting of members of the band, played several old American favorites.)

SCENE VI, "Investing in Education," revealed two boys bending over a microscope and two boys in cap and gown, one handing a diploma to the other.

SCENE VII, the final scene, "Promoting Health and Safety," portrayed:

1) A nurse kneeling beside a boy swathed in bandages, an open First Aid kit beside her.

2) A student wearing his keystone patrol badge guiding, with arms outstretched, two girls with their school books.

The orchestra again played while students left the auditorium.

The spot-light, auditorium lighting, and curtains were in charge of the industrial arts department.

At each side of the stage large back drops of a boy and girl dreaming of the modern world were made in the art department.

Week of November 17-21.—Children's Book Week Program

The dates for Book Week this year are Nov-

ember 16-22. The slogan is "Books for the World of Tomorrow." Suggested headings for display and publicity, ideas for activities, etc., may be secured from the Children's Book Council, 62 West 45th Street, New York 19, N. Y. Below are reports of assembly programs presented last year in connection with the observance of Book Week. The first is entitled "Natural Integration," and it was written by Miss Helen C. Kittle who has charge of assembly programs at Central Park Junior High School, Schenectady, New York. It describes a program in the Central Park Junior High School.

The Librarian and the Library Club usually have charge of the Book Week assembly program in our junior high school. Last year Book Week with its slogan "Books Are Bridges" was the same date as American Education Week, so in the preliminary planning it seemed natural to tie these two observances together with "books as bridges" to some of the topics proposed for AEW.

Rather by accident, we learned that one seventh grade had just prepared a program on legends based on wide reading in the library. This proved to be an original presentation of stories and yarns climaxed by a song about Paul Bunyan, composed by a class member and sung by a sextette from the group. Here was a bridge to the past through books, "Investing in Education" as the topic was stated.

In an eighth grade class was a Greek boy who was just learning English. Members of his class had made some books of pictured common objects with the words attached to each to help him in his difficult task. He had made one of his first "public" speeches in accepting the book in his classroom. That seemed to lead us to books are bridges in "Practicing Brotherhood," another of the topics. This group of pupils selected a few books from the library which they thought would be very helpful to Athanas and in our assembly program explained them to him, and the audience, and he was able to respond. This was an adventure in friendship for both actors and listeners.

Another seventh grade class had done much library work on Mexico, and again in their own classrooms these pupils had planned a program to finish this work. As tourists visited the country they were shown customs and costumes, products and occupations, songs and dances. Another topic was "Building World Security." When we understand one another we make for

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security. What better place to start than with our next-door neighbor?—another bridge.

The Library Club itself chose the bridge to developing better communities. Members of the Club portrayed the old Dutch Founder of our city and an early dominie wandering into Schenectady today bewildered and then delighted at all the improvements to their community. This group concluded with choral speaking of an old hymn.

Members of the Club also acted as narrators to introduce the various scenes and to keep the continuity, not letting the audience lose sight of the fact that "Books Are Bridges" that lead in many directions.

This was an interesting program. It was varied with the music, the conversation, the choral speaking. It was colorful with Paul Bunyan's loggers, Mexican señoritas, and the old Dutchman. The background of a huge book resting on a sturdy bridge, produced by the art department, added greatly to the scene.

There seemed to be two particularly outstanding features of this program. One was the naturalness of it. Most of these episodes had already been worked out by regular, classroom pupil activity and so were much more meaningful than something just learned as part of an exhibition performance. The other was the working together of many individuals and groups. There were nearly sixty boys and girls participating from all grades. The library staff and the English classes worked with the music classes in preparing the songs for two scenes, with the physical education department for the Mexican dances, with the home arts department for costuming, and everybody enjoyed it.

The following Book Week assembly program was presented last year at the Sedgwick Junior High School, West Hartford, Connecticut, and reported by Peggy Mariarty.

Our newly-organized Library Club has entered many activities in trying its wings. One of the most effective was the Book Week 1946 assembly program, presented to create an interest in the library and to make students book conscious. In preparing for this program, the Club solicited the help of English teachers in selecting suitable actors, the art teacher in making necessary scenery, and the music teacher in arranging musical interludes.

It was decided to dramatize certain familiar characters from great books, and toward this end, students were selected on the basis of their ability to understand English and to present it orally. The students were told what characters they were to portray, and they themselves read the books, chose good selections, and arranged them in monologue or skit form. For instance, a seventh-grade girl who was a good English student and who looked the part was chosen to be Alice in Wonderland. She took the book and selected a scene to act out from the garden of the King and Queen of Hearts. Then she wrote a short monologue in which she told how she

happened to be in the garden, how the gardeners were painting the roses red, and what happened when the royal party walked through.

The art department co-operated by having a ninth-grade class make a huge book with giant pages on which the students made watercolor paintings to illustrate each book that was to be included on the program. They did such things as a deer for "Bambi," and a picture of Long John Silver for "Treasure Island." At the same time the chorus practiced some quartet and chorus arrangements for "Blow the Man Down," "I've Been Working on the Railroad," and "Git Along, Little Dogie."

On the day of the assembly the students filed into the auditorium to the playing of the school band. The lights were dimmed, and the announcer explained that the first part of the program was to be devoted to our national folk heroes—first cousins to "Yankee Doodle Dandy." The song by this name was sung by a soloist with the audience joining in on the chorus, and the announcer explained that although the song was sung by British troops to tease the colonists in the Revolutionary War, it had been taken over by Washington's troops who sang it also. Since that time "Yankee Doodle" with a feather in his cap has been an American symbol. The first skit was about Captain Stormalong and it showed Stormalong as a young man signing on as a cabin boy. He told a little of his ancestors;

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one helped Noah build the ark, another was with John Paul Jones, etc.

The next folk hero portrayed was Davy Crockett. A boy with a rifle and a coonskin cap took the part of Davy and told of his hunting ability. Johnny Appleseed, John Henry, and Paul Bunyan were also presented by boys who pretended to be these characters and explained the reasons for their fame. John Henry was blacked up and carried a pickaxe to tell about his race with a machine. For each of these characters there was a page and an illustration in the huge book which stood at one side of the stage. Pages were turned by two seventh-grade girls. The other folk hero on the program was Jesse James, and for him, a seventh-grade class filed onto the stage. One member recited William Rose Benet's stirring "Jesse James," while the rest of the class in chorus did the Missouri River background by filling in with the "Roll on, Missouri".

Interspersed in this part of the program were the folk songs already mentioned, with the verses sung by individuals or small groups, and the audience joining in on the chorus.

The second half of the program was devoted to scenes from great books for young folks. Three students did a skit from Tarkington's "Seventeen." Reports were given on Salten's "Bambi" and Knight's "Lassie Come Home." Fine monologues were presented by Alice in Wonderland and Jim Hawkins who told about the villainy of John Silver in "Treasure Island." A girl taking the part of Beth from "Little Women," sang "Old Folks at Home," and the program ended with a hilarious dramatization of Tom Sawyer and the "whitewashing." The seventh graders who presented this were so in the spirit of Mark Twain that the audience was most enthusiastic.

Week of November—24-28.—Annual Thanksgiving Assembly

This program has become traditional in almost all schools and there is a wealth of literature which can be used in planning it. Therefore there is no need here for an introduction. Outlines of two programs which might be suggestive will be given. The first, contributed by Mr. G. A. Manning, Principal of the Muskegon, Michigan, Senior High School, was presented last year by the Program Bureau class in that school.

The general theme of the assembly was "Thankfulness." The narrator tied the individual presentations together by appropriate information and remarks. The A Capella Choir and school orchestra furnished appropriate music.

The program began with the president of the student council giving a brief introduction to Thanksgiving.

The orchestra played the Dutch tune, "We Gather Together."

Emphasis by narrator on thankfulness for our homes.

Solo—"Bless This House, O Lord, We Pray."

(Continued on page 77)

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News Notes and Comments

Twenty-seventh Observance of American Education Week

General Theme—The School Is Yours

Sunday, Nov. 9—Securing the Peace

Monday, Nov. 10—Meeting the Emergency in Education

Tuesday, Nov. 11—Building America's Future

Wednesday, Nov. 12—Strengthening the Teaching Profession

Thursday, Nov. 13—Supporting Adequate Education

Friday, Nov. 14—Enriching Home and Community Life

Saturday, Nov. 15—Promoting Health and Safety

A Code of Sportsmanship

1. I will cheer good plays by either team.
2. I will support the decisions of the officials.
3. I will respect the rules and encourage others to do so.
4. I will remember that to build character is more important than to win games.

—Kiwanis International

Halloween is in reality a holy evening or hallowed eve as the name implies, but many of the religious aspects have been lost in history and the merry-making customs which we associate with October 31 have come down to us as remnants of the ancient autumn feast of the Druids. Their association of ghosts, hobgoblins, fairies, elves and divinations with the night have survived through the centuries and constitute a greater part of the Halloween celebrations of today.

—Recreation

Book Week—1947

November 16-22 will be observed as Book Week this year. Children's Book Council, 62 West 45th Street, New York 19, N. Y., offers help to schools who plan observations of that week.

At the present time, twenty-seven state athletic and activities associations have full-time officers.

The National Society Council recommends the collection, analysis and use of data on accidents to students as an essential step in the development and evaluation of an efficient safety education program. To facilitate the collection of student accident data, the Council makes the following material available: an original accident report form; a monthly summary form;

Accident Records and Analysis, which explains how to secure and use accident reports; and *Keeping Accident Records*, a brief promotional statement on the values of such reports. School administrators desiring information on student accident reporting are urged to write Miss Marian Telford, Senior Field Representative, School and College Division, National Safety Council, 20 North Wacker Drive, Chicago 6, Illinois.

For the first time in the history of the (Texas) League, a Group Discussion Contest will be held as a supplement to the State Meet Debate Contest, May 7-8, 1948. This particular contest will consist of the panel type discussion. The participants will be the contestants in the State Meet Debates with the exception of the members of the two teams that make up the State Final Debate.

The Texas Interscholastic Leaguer

The University of Nebraska's summer 1947 workshop seminar brought together nearly a score of classroom teachers, supervisors, and administrators seeking to learn more of the United Nations Educational, Scientific, and Cultural Organization and its program for the attainment of universal peace through educational rehabilitation and reconstruction, and education for international understanding. Plans were made to develop classroom activities and extra-classroom activities for elementary and secondary schools embodying the aims, purposes, and program of UNESCO.

Eligibility of Athletes

Principals and coaches should take particular care in checking the eligibility of athletes this year. Many new coaches are in the field and there have been administrative changes in a number of schools. Also, quite a number of students have transferred from one school to another. All eligibility rules should be read carefully.

—Kansas H. S. Activities Journal

The Indianapolis Federation of Public School Teachers recently awarded a \$1,000 State Teachers Association Scholarship for the best article on "Why I chose to Become a Teacher."

National conferences for editorial and business staff members of student publications and their faculty advisers are being planned this year for the second time after a wartime recess.

Representatives of college yearbooks, newspapers and magazines will gather in Minneapolis, October 23-25 for the 23rd annual Associated Collegiate Press meeting.

High school delegates will convene in Cleve-

land, November 28-29 for a two-day short course which marks the 21st annual meeting of the National Scholastic Press Association.

From Our Readers

Editor, School Activities:

Enclosed please find check for \$2.50 for my subscription to School Activities.

I need a little help. Can you send me suggestions pertaining to the organization of student forums and appropriate programs for them? Thanks for any aid.

Your truly,
Isaac O. Bell
2908 San Jacinto St.
Dallas, Texas

Thanks for the check. We have sent you tear-sheets from two recent numbers, which we hope will help you. Perhaps, too, some of our readers will send you a brief description of their plan and program. How about it, Reader? Thanks.

Editor, School Activities:

I am just back from five years and eight months with the Army and want to catch up on what has been happening in extracurricular activities. Enclosed you will find my check for a

current subscription. In addition, will you please send me with bill, the complete volumes for the years 1945-1947?

Very truly yours,
Vollin B. Wells
Barre, Vermont

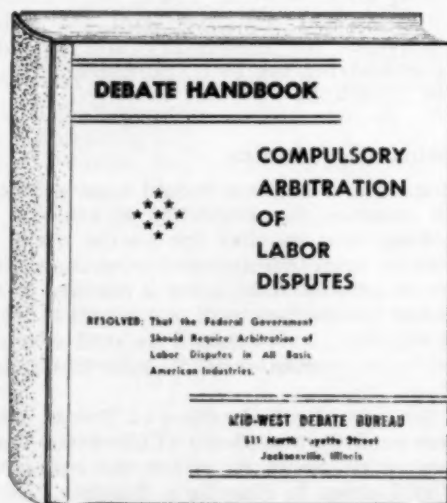
Glad you're back, and also that you are still interested in activities. The two volumes you request, plus ten other miscellaneous numbers, have been sent you.

Sponsoring the Science Club

(Continued from page 51)

2. Is any danger involved in experiments and demonstrations?
3. Are the activity and setups involved simple and within the experience of the student?
4. Does it demand a measure of resourcefulness?
5. Can the activity be undertaken in school with materials readily available in school or from home?
6. Does it arouse pupil interest and involve pupil planning?
7. Does it aid in the linking of curricular and extra-curricular activities and is it an outgrowth of classwork?

Part II of this article will appear in the November number.



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BIOLOGY NIGHT: A BRAND NEW IDEA

At Brookline High School, Brookline, Massachusetts, students taking biology have an opportunity to concentrate in one phase of the biological sciences in which they are vitally interested. We try to guide them in selecting a project which may lead to a hobby or might aid them in their life's work.

We place a list of about 250 possible projects on the clipping board in the laboratory during the second week of school. Everything is done to make the pupils feel free in selecting a project in which they are most interested. For example, we have one boy who plans to become a state conservationist. He is taking as his project "Massachusetts Conservation Problems." A girl plans to become a beautician so she has selected "Skin and Cosmetics" as her project. A boy very much interested in photography selects "Nature Photography."

Once they have selected their projects, they start gathering information at the local libraries, through correspondence with authorities in their field, and through personal interviews. It is surprising how co-operative most people are in aiding these young people in their quest for knowledge.

In April, after condensing all the information collected, they wrote a report of their findings in true scientific procedure. Their reports run in length from 3,000 to 25,000 words. Some students think so much of their reports that they have them bound by a book binder.

On the first Monday in June, in the school gymnasium, the students present an exhibit of their research. They explain and put on demonstrations of their projects. Biology Night is open to the public, and last spring better than 2,500 people attended. The Exhibit attracted college professors, outstanding authorities in many fields, as well as educators from many school systems in nearby cities and towns. One biology teacher brought a busload of her students from the western part of the state.

The Brookline High School Biology Club sponsors the exhibition. Members plan the layout of the exhibits in the exhibition hall, take care of publicity, send out the invitations, etc. Each one acts as a counsellor to five exhibitors. We have found Biology Night most worth-while.—IRVING C. KEENE, Brookline High School, Brookline, Massachusetts.

STUDENTS SPONSOR UNIQUE READING ROOM PROJECT

Three weeks after the opening of school last year, students of the Solomon Juneau High School, Milwaukee, Wisconsin, initiated a unique project. It is a special reading room called "Treasure Trove", which the students planned. The room is under the administration of the students of the ninth and tenth grade classes in English. The faculty sponsor is Miss Maude Staudenmayer, English 10A Teacher.

The room contains books, magazines, and newspapers. It is carried on as a self-governing group with a monitor in charge each hour throughout the day. The duties of the monitors are to see that the rules which the students have agreed upon are enforced, to take attendance, and to check out books and other materials.

Most of the books are related to the ninth and tenth grade themes in English. The ninth grade theme is "Growing Into Expanding Interests." The tenth is "Worth of the Individual." Books found in the Treasure-Trove room were mostly donated by students and their parents. A few of the books have been borrowed from the libraries and schools of Milwaukee.

Students of the Manual Arts Department, under the supervision of Mr. Rashinsky, their teacher, made the file cases for the room. Volunteer committees were established to approve, catalogue, repair, and shelve books and magazines; to decorate the bulletin-board, clean and repair furniture, and to draw up rules to be approved later by all students involved.

Treasure-Trove is an experiment in student planning and cooperation. It grew out of the interests of the students. In starting it the students put into operation an extra-curricular idea

which is new in Milwaukee.—**STAFF of The Pioneer**, student newspaper of Solomon Juneau High School, Milwaukee, Wisconsin.

COMMUNITY CHEST PROJECT

At Raub Junior High School, Allentown, Pennsylvania, we have a system which we think is an excellent one for acquainting pupils with the Community Chest and with the various agencies which are its members.

Representatives from each grade in the junior high—seventh, eighth, and ninth—are sent to the various welfare agencies. Seventh grade pupils visit social agencies which care for the sick, the handicapped, and the unfortunate of the community, such as the hospitals, Blind Association, and Family Welfare Board. Eighth graders visit character-building organizations, such as the Y. M. and Y. W. C. A., Boy and Girl Scouts, etc. In the ninth grade, health, recreation, civic pride, and the like, are discussed and studied. Ninth graders visit the same agencies as seventh and eighth graders. The entire program is sponsored by the Social Studies Department.

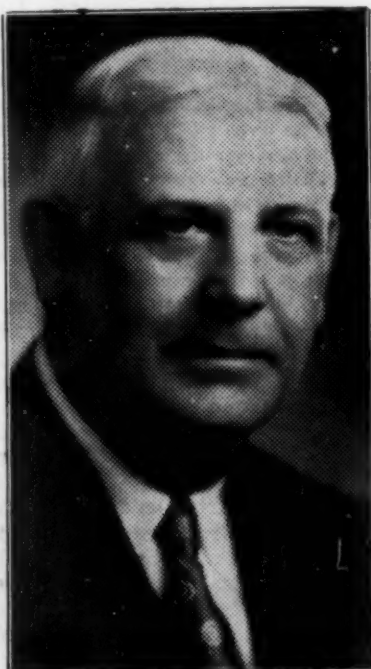
The representatives are excused from class at the time arranged by our Junior High School Director to visit the agencies. When the pupils arrive, they are shown around the building which houses the agency. Questions are asked

by the pupils about the various phases of the work being done.

After the pupils have returned to school, they prepare short talks from notes made while on the visit to the agencies. The talks are made in every section of social studies. Before the visitations, the unit of study on the Community Chest has been thoroughly explained in class. After the talks have been given, questions are then asked of the representatives. In this way the pupils can learn first-hand about the work of the agency which the representative discussed. An assembly program concerning the drive is given each year. The best speakers of each grade are selected to give their talks in assembly.

In addition to the speeches by pupils, the auditorium program last year described the work of the "Lehigh County Blind Association" in detail. The Director of the Association was present and explained the whole program of aid to the sightless and showed many samples of work made in the local shop. A local blind man, with his "Seeing Eye" dog, was also present. He explained the training and problems relative to the use of these dogs.

The general objectives of the Community Chest Project are: 1) To inculcate in junior high boys and girls a deeper sense of their social responsibility. 2) To establish confidence in their fellow citizens and develop the right at-



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titude toward the welfare of all. 3) To help them appreciate their social resources. 4) To inspire all to participate in the school and community program of social welfare.—JOHN DOBERSTEIN, Raub Junior High School, Allentown, Pa.

ANNUAL HALLOWEEN HEADACHE BECOMES COMMUNITY ASSET

The annual Halloween "headache" became a community asset in Bend, Oregon, last year as a result of the unique contest sponsored by the Bend Schools and Chamber of Commerce. Halloween Hi-Jinx proved to be fun for the students and the main street acquired a festive air that was enjoyed by youngsters and oldsters alike.

Faced with the prospect of an unsightly display of window soaping and petty vandalism in its downtown district, Bend joined wholeheartedly in a campaign that showed enthusiasm, originality, and artistic achievement. Halloween Hi-Jinx was the talk of the town, and no one was more excited than the 700 students from the fourth through the twelfth grades who had an opportunity to "paint the town" and get away with it.

What was the Halloween Hi-Jinx? It was a window-painting contest that became a community art show. The Hi-Jinx committee aroused the interest of the merchants along Bend's main street who donated 280 windows for the exhibit. Then the school children took over. Under the direction of the director of art in the Bend schools, and art teachers throughout the system, projects were started in each of the three grade schools and in the high school. Students below the fourth grade were not included, but every other student was given an opportunity to display his, or her, talent.

The first step in the project was the selection of a design to be used by each student, or group of students. This was done in the regular art classes. Window space was assigned each school in proportion to the number of students entering the contest, so each contestant knew from the beginning just where and how big his exhibit was to be. He knew, too, that his name and the name of his school would appear with each painting.

Enthusiasm and excitement reached the fever pitch three days before Halloween when, armed with clean cans and large brushes, the children followed the envied paint wagon to town. Orange, black, green, blue, yellow and white calimine paints (two tablespoons of wall paper paste per pint) were provided by the Bend Chamber of Commerce. Unabashed by the sidewalk kibitzers, the budding Michael Angelos set to work, and by Halloween they had transformed main street into a fiur-block long mural of witches, ghosts, goblins, black cats, and supernatural wonders. Exhibits ranged from Lena the Hyena to a pretty girl attired in black and orange scanties.

No artist ever gazed with more pride upon his work than did the younger generation when Bend citizens turned out for the "unveiling" and the distribution of prizes. The latter were divided into individual prizes and a grand prize for the school having the best painting. Free passes to the local theatres were given each winning contestant. Photographers were on hand so that the proverbial Halloween pranks had little chance of being pulled. Everyone had a grand time, and Bend, its schools, and its Chamber of Commerce can pat themselves on the back for a project that really clicked. — MRS. BARBARA STEINHAUSER, Director of Art, Bend Public Schools, Bend, Oregon.

BOWLING IS POPULAR GIRLS' SPORT AT KENT STATE HIGH

Last year, girls of the sophomore, junior, and senior classes at Kent State University High School, Kent, Ohio, organized bowling teams which have popularized bowling as a girls' sport.

The first step in getting this activity under way was to get all girls interested in it to sign a special sheet of paper. When all had signed, each class was divided into two teams. Tuesday afternoons at 4:00 was decided upon as being a convenient time for bowling, and three lines of the city bowling alley were reserved for the University High School students every Tuesday.

For the first few weeks, the two teams of each class would alternate bowling. After a few weeks of this, each girl knew quite well whether or not she wanted to continue with the activity. Many dropped out. Then the six girls with the highest averages in each class were made the regular teams. The remaining girls were substitutes. Very few of the girls had ever bowled before, so the competition was about even.

From then on, every Tuesday after school, the teams went bowling. If one of the girls could not be present, she notified her captain, who then asked one of the substitutes to participate.

The captain of each team is the girl with the highest average. The average of our captains range from 100 to 105. Much of the success of the teams is due to the persistent and faithful work of the captains.

Not only do the girls bowl to improve their own average, but it is so arranged that the teams bowl against one another. The teams held two tournaments during the year, and to make it more fun, the winning team got a trip to Ra-

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Ordinarily an individual would pay thirty cents for each game he bowls, plus a dime for the rental of bowling shoes. However, if the manager is assured of having a group of six people bowl in each alley, it is well worth his while to encourage the continuance of it by having reduced rates for such groups. When the high school teams bowl there as a group, they are eligible for these reduced rates. This is a great help to our teams, as otherwise some of the girls couldn't readily consider bowling, for financial reasons.—HARRIET TRAVIS, Kent State University High School, Kent, Ohio.

ALL-SCHOOL PARTY ANSWER TO PROBLEM OF HALLOWEEN

Halloween has always been a problem at the Lindbergh Junior High School, Long Beach, California. The problem last year was especially vexing. We have over 1600 pupils in a building originally built for 800, with no auditorium or gymnasium. The ninth-grade officers and their sponsor met with the administrative staff to discuss the problems of Halloween and to make plans. It was decided that the real need of our student body was to create a feeling of belonging in the school and the community.

With this idea in mind, the ninth-grade class officers and sponsor planned an all-school touch football game and dance to take place on the athletic field on the afternoon of Halloween. We felt that these activities would instill school spirit, entertain the entire student body, and provide enough activity for students, so that unchaperoned activities during the evening would be cut to a minimum.

In order to carry out such an extensive program with our limited facilities, we had a great deal of careful planning before us. One week before the big day, we held outdoor assemblies. In the assemblies we told the three classes of our plans and gave instructions necessary for carrying them out. We held tryouts for cheer and song leaders for the two ninth-grade touch football teams. The band rehearsed the school song and Alma Mater and students learned these songs through music and physical education classes. The game of touch football was explained to all girls' physical education classes so that they would enjoy it more.

The task of roping and marking the football field was given the ninth-grade civics class. The selling of refreshments was turned over to the ninth-grade social living class. Dance arrangements were given to another class. Monitor and cleanup duties were given to two eighth-grade classes. Each group working on some phase of the party selected a chairman.

The day before Halloween, an all-school pep rally was held on the field; the student body was divided into two sections for cheering purposes. The football teams were introduced,

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cheers and songs rehearsed, proper decorum explained, and the meeting closed with the student body standing and singing the Alma Mater.

The day of the game the conduct and spirit of students were wonderful—the students knew what was expected of them and lived up to their responsibilities faithfully. At the close of the game, they stood to sing the Alma Mater before following the song leaders, accompanied by the school band, to the roped off handball court where a student band furnished music for the dance. A large percent of students danced, as part of our after-school program at Lindbergh is devoted to teaching dancing. Most of those who did not dance remained as spectators.

When the dance ended at 4:30, nearly a thousand students were still present. Our student body went home cheering their school—not complaining or grumbling. They were tired and happy youngsters who for the most part went straight home. We had no trouble with student vandalism in our community that Halloween.—ELLA V. CATHER, Ninth-Grade Sponsor, Lindbergh Junior High School, Long Beach, California.

OUR PLAN FOR CREATING INTEREST IN ATHLETICS

Citizens of our town—Erie, Pa.,—are athletics-conscious. They have a keen interest in all kinds of interscholastic sports. Rivalry among teams of the various schools is vigorous, but is carried on in the spirit of fairness.

Erie is fortunate in having the municipal concrete bowl as a place for football games. Crowds of 20,000 at football games, with equally large attendance at other athletic events, is an indication of the community spirit aroused over athletics.

This is largely due to the fact that the schools have discovered the value of promotion. The secret of our plan for creating interest in athletics is to plan other activities and stunts for presentation at athletic events.

Before every game, the bands parade. Between parts of the games, the Girls' Drum and Bugle Corps puts on a show. Usually before the applause is over, a speciality act by some other group is in progress. This may range all the way from a tumbling demonstration to a coloratura soprano rendering a classic. Or the performance may be a performance sponsored by the girls' physical education classes in which fifty or more girls, attired in colorful regalia, give a dance and baton twirling exhibition. Many students have an opportunity to take part in some of these activities, and much talent is uncovered among students.

We have found that by adding color to our athletic games, giving students other than merely the athletes something to do connected with them, and in adding variety to the events, the public is really interested. We have found a way not only to make the turnstiles click to the tune

of thousands, but also we have found a huge outlet for student activities, and a place for the girls in our interscholastic athletic program. We have also found that these activities "sell" the schools to the public.—E. R. ABRAMOSKI, Athletic Director, Technical High School, Erie, Pa.

IMPORTANCE OF EXECUTIVE BRANCH OF THE STUDENT GOVERNMENT

How do you get it done? That is the question you most frequently hear students and sponsors ask each other in district and regional student council conventions. Getting the job done is the real test of any program of student participation in school life. Otherwise our organizations, however impressive may be their constitutions, are just so much window dressing. Hence the importance of the executive branch.

The organization of this branch of student government at the Senior High School of Springfield, Missouri, is the result of many years of experimentation and improvement. Fully six weeks before the end of the school year, the student body president for the coming year is elected by the vote of the entire student body. He then appoints his cabinet of commissioners, subject to the approval of the Senate and House of Representatives. Because much of his success in the coming year will depend on the work of the commissioners, he makes his choices carefully. This group meets several times during the summer, and by the time school opens it is well-organized and ready to launch its first big project, the sale of student activity tickets.

We have found that a cabinet of the following commissioners best meets the needs of our school: a commissioner of activities, assemblies, cafeteria, finance, athletics, curriculum, traffic, and elections, and a secretary.

The cabinet meets daily with the sponsor for one full period and receives one credit toward graduation for the year's work. Sometimes this hour is spent in a group study of a vital school problem, such as the planning of a student forum. Sometimes each commissioner is carrying out his individual responsibility: the traffic commissioner is arranging for a fire drill, the assembly commissioner is organizing a program, etc. At still other times, the entire group is working together on the job of some one of the commissioners, for example, the planning of a school party. And then sometimes all are carrying on an administrative task that has been delegated to



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them, such as collecting and recording contributions for the Community Chest. Each member of the cabinet makes a full report to the Senate and House of Representatives of his activities, and in turn other details of administration are entrusted to him by these bodies.

One of the greatest satisfactions I have as sponsor comes through watching the members of the cabinet grow into a smoothly functioning body, in watching the individual members grow in the ability to organize and execute details. Proud as I am of the fact that we get the job done, I am even more proud of the positions of responsibility in student affairs on the college campus, in the armed forces, and in business held by former students who have learned through experience in the cabinet to develop their abilities in leadership and management of executive details.—MILDRED RILEY, Student Government Sponsor, Senior High School, Springfield, Missouri.

INTERESTING ACTIVITIES GROW OUT OF STUDY OF STATE POETS

At Thackston High School, Orangeburg, S. C., juniors spend part of the year studying past and contemporary poets of their home state. As a result of this project, pupils are not only able to understand the history of their state better, but also to gain a fuller appreciation of its em-

inent literary personalities. They learn to value the literary heritage of South Carolina. Also, the pupils are enriched in their cultural life, and are enabled to learn something of the flora, fauna, herpetology, and history of their native soil, and receive much other valuable help.

At the beginning of the project, the pupils are separated into committees: correspondence, publicity, research, art, and correlated subjects. In this way the pupils take upon themselves to learn by direct participation.

The correspondence committee writes letters to all the leading poets of the state, asking for photographs and inquiring about their hobbies, recreations, favorite kinds of poetry, etc. When the answering letters are received, the committee promptly presents them to the class so that everyone may see the results of the inquiry.

While the correspondence committee is busy writing letters, the members of the art committee are diligently drawing maps of South Carolina. After these have been completed, they proceed to design a large airplane, which the pupils dub, "The Palm Palace," and in which they prepare to take an imaginary journey to the homes of the poets studied.

Also, the research committee is delving into files and encyclopedias in order that they might learn as much as possible about South Carolina's great "singers" of past and present.

Through these various activities the pupils are

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becoming well acquainted with the poets, and the great poetry which they are reading, studying, and memorizing excerpts from means more and more to them as they progress. The information which the pupils have acquired is posted on the bulletin-board for all to see and enjoy. Skits and creative poetry are written by the pupils, assembly programs are given, and movies shown, all these adding to the interest and enthusiasm of the pupils.

As the culmination of the project, a program is being arranged for this fall, at which time the leading poets and musicians of South Carolina will appear. The Poet Laureate of South Carolina, the Governor, and other well-known persons have accepted an invitation to participate. Through this project, future citizens of South Carolina have learned much of the history, tradition, and heritage of the State.—From *The Tomahawk*, Thackston High School, Orangeburg, S. C.

A JUNIOR RED CROSS SYMPOSIUM ON PEACE

In 1946 the Tucson, Arizona, Senior High School chapter of the American Junior Red Cross received a letter from the Secretary of State requesting that students devote some time to the study of the United Nations Charter. Not only did the Chapter comply with this request, but the members of the Council decided to plan further action in the interest of world peace for the ensuing school year.

When school opened in the fall, the Junior Red Cross Council decided to sponsor a symposium on the topic of world peace. Preliminary to this, the members voted to conduct a contest on "The High School Student's Part in World Peace." The plan developed was for the best articles entered in the contest to be read at the symposium.

With the co-operation of the Tucson Junior Chamber of Commerce, the symposium was held in the high school cafeteria in March 1947. Delegates representing 2800 students attended. Admission tags, programs, and certificates of award were printed in the graphic arts classes. Articles which has been selected for first place in the contest were read. Those which had received second and third places and honorable mention were made available for delegates to read. The cafeteria where the group assembled was decorated with the flags of the United Nations.

To make the meeting more interesting, a number of other things were featured on the program. The band played patriotic music. The quartet sang the service song of the Junior Red Cross. Two students danced a Cuban Rhumba and a South American Tango. Then two other students read Siegfried Sassoon's "Aftermath" and St. John McCrae's "In Flanders Field." This served as a fitting introduction to the reading of the five papers which had been selected.

A by-product of the symposium is worth mentioning. The meeting received favorable public-

ity in the local press and caught the imagination of Tucson backers of Arizona House Joint Resolution Number 1, passed by both houses of the Arizona Legislature and signed by the Governor, advocating the international exchange of high school students. The idea behind this resolution is that students are the best promoters of world peace, and that international understanding and goodwill should be instilled at an early age.

These Tucson citizens interested in world peace not only invited two of the students to present the papers which they had read at the symposium on the Tucson Evening Forum, but forwarded favorable accounts of the symposium and material which grew out of it to leaders of the U. S. Congress in support of a resolution by that body similar to the one passed by the Arizona Legislature. — CALANTHE M. BRAZELTON, Dean of Girls and Junior Red Cross Adviser, Tucson, Arizona, Senior High School.

LEARNING BUSINESS PROCEDURES THROUGH SCHOOL STORE AND BANK

The Junior High School of Cedar City, Utah, believes in emphasizing clubs and functional projects to give practical experience to students. Much effort has been put forth in developing activities which are interesting and educational.

For several years the school has operated its own store, where students and teachers may purchase supplies and light refreshments. Sole op-

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peration and management of the store has been given over to the ninth-grade class in Business Mathematics. Students, under faculty supervision, have full responsibility in buying, selling, banking, and all other business procedures that are required.

Such a project affords excellent opportunity for teaching business practices and procedures, since students take turns assuming this responsibility. The group also has its own store banking account and periodically makes financial reports to the student body.

This project has met with success for a number of years, and has not only offered excellent business experience to many interested students, but also furnishes revenue for other worth-while school activities.

Another interesting and educational project that has been an outgrowth of student interest in business and finance has been the organization of a student savings bank. This activity was started recently, met with instant success, and has proved to be of great value.

The plan was to transfer a portion of the school store profits into a special fund through which interest might be paid on money loaned to the school savings bank by students. Pass cards were printed. Exact business procedure was used in the depositing and withdrawing of money from student accounts as were used by the local city bank. Each student of the school was encouraged to open a saving account and begin allocation of regular portions of his earnings and allowances for a systematic plan of saving. Students were given the opportunity of taking care of the bank, thereby affording them even greater experience than that received by merely depositing money.

The aim of such a project is to teach the value of saving and avoiding of waste through careless spending. The students are not only experiencing the joy of saving, but are learning first hand the correct banking technique.

Such worthy school projects give an excellent opportunity to show how class room teaching can be enriched and made much more meaningful in the daily lives of students.—J. C. HAWS, Business Teacher, Junior High School, Cedar City, Utah.

USE OF DEMONSTRATIONS IN PUBLIC RELATIONS

Recently I was assigned to conduct a class demonstration at a state-wide conference of teachers. We were just beginning a study of vocations in the ninth grade, and the demonstrations seemed a promising method of motivation.

As a result of this experience, I concluded that teachers everywhere have overlooked an effective motivating and teaching device. Not only that, but they have overlooked an effective medium for public relations.

The demonstrations, the public appearance, the preparation of material, activities, and them-

selves for others to witness, is veritably a magic motivator and an unsuspected enlistment of co-operative effort. Whether the prospective audience is a local parent-teacher group, a civic club, a state convention, the school assembly, or simply another class within the same school, the challenge of performing before others is great. Why not capitalize on this challenge to motivate school work and give the public a more realistic opinion on education?

Pupils will derive much benefit from preparing for a public demonstration. They learn to evaluate, to select aspects of the subject which have the greatest interest and appeal, to plan the demonstration, and to think the entire process through in a co-operative way.

The psychology of planning a demonstration is much the same as planning for the presentation of a play. Too much rehearsing is often a pitfall to avoid. The participants should not be a group of "trained seals," but they should know what they want to do and how to do it well enough for the process to be realistic and natural. If it is a mechanical process, pupils will not benefit much from it; the audience will not appreciate it.

The demonstration put on by my ninth grade class impressed me with the value of this kind of activity as a device for motivating school

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work. It made me realize that in demonstrations, the schools have a natural device which may be used effectively in public relations. The schools are now facing a crisis and unless public opinion is aroused they are due for much difficulty during the next few years. They should make use of all prospective mediums of public relations which can be made effective.—CARLOS DE ZAFRA, JR., John Marshall High School, Rochester, N. Y.

OUR COUNCIL GOES ALL OUT FOR COMMUNITY CHEST DRIVE

Our student council at Amherst Central High, Snyder, N. Y., went all out this year for the Community Chest Drive. We decided to put over everything with a bang and, seeing this was the first challenge, we really made it count.

At first, the Drive was rather a flop, so we got our brains working and developed a skit for the lunch hour. One of our members donned a make-shift fortune teller's outfit and paraded through the cafeteria. At the point where most interest reached a peak, he told the student body why the Drive was lagging. To add to the ceremony, a boy who was wearing a red sweater had to burn it in order to overcome the curse. The following day, the Drive picked up a little but not as much as we had expected, and so again the council met.

This time it brought up something really unique. This proposition was put to the student body: If the students could collect over \$500 on this Drive, our principal, Mr. Schweickhard, would wear a plaid shirt in assembly, the Council's President would be given a brush cut by the members of the homeroom which had contributed the greatest sum of money, and two other council members would have their hair dyed on the stage during the assembly.

Immediately following this announcement, a sharp increase in contributions was noticed. Each homeroom representative gave pep talks on why the Drive had to be successful, and students began to give whole-heartedly. This, along with the promised assembly, played the most important part in the Drive's success. By the end of the week, the student body had given \$600 and the teachers \$300, bringing our total to \$900.

Our principal proved to be a good sport by not only wearing the plaid shirt but also rolling up his trousers and walking with his hands in his pockets. Our president and his two colleagues also did their part. It was fun and work for the council, but it also gave us a feeling of satisfaction to know we were turning over a considerable sum to a worthy cause. — HELEN HELFRICH, Secretary of the Student Council, Amherst Central High School, Snyder, N. Y.

SPOTLIGHT REVUE ANNUAL AFFAIR FOR TEN YEARS

The tradition of the Spotlight Revue was started in 1937 at Whittier, California, Union High School. It was designed to promote the interest

of talented students. The first three Revues were on the order of talent shows and were held in the boys' gym in the afternoon. An outstanding graduate was invited to act as Master of Ceremonies.

Growing too large for the boys' gym, the next Revues were held in the Whittier Theater in the afternoon. A vaudeville show, which featured seven or eight of the best numbers from the Spotlight Revue, was presented in the evening in addition to the current movie. With the completion of the present auditorium, the Revues have been held the last Thursday afternoon and Friday evening in February on our campus.

During the course of the years, the main function of the show has changed. The cast decided to eliminate the talent shows; instead, the acts were to be held together by a script and central theme, and a senior boy was to be Master of Ceremonies. The plan is still followed.

The plan is carried out by two main committees, the script committee and the tryout committee, the chairmen of which are appointed by the student cabinet. Starting early in November, the script committee decides on a theme and prepares the opening scenes of the show. In January, the tryouts are held and the board of judges, composed of students and faculty, choose about twenty of the best acts. The script committee then completes the script by tying in each act with the central theme. The script committee, under the guidance of the faculty director, takes charge of the production and chooses the Master of Ceremonies.

Some of the outstanding shows have been "Cruise Capers," "Dude Ranch," "Backstage," "Snowbound," "Standing Room Only," and "Under the Big Top," the Eleventh Spotlight Revue. —MISS GERALDINE E. MACDONALD, Director of Student Activities, Whittier Union High School, Whittier, California.

HONOR HALL SYSTEM TAKES THE PLACE OF MONITORS

Under the management of the student council, a new hall system has been put into effect at Bosse High School, Evansville, Indiana. It is the "Honor System." Having been in operation for two semesters, it has proved successful.

As the name implies, every student is on his honor to obey the rules although there are no monitors or teachers to punish violators. Before this system was begun, there were monitors or teachers posted at numerous stations throughout the building to insure order. This system was



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not satisfactory, since many of the student monitors were reluctant to report violators and many teachers became careless about their monitor duties. Therefore, the student council determined to adopt a new, more satisfactory system.

After much careful observation, discussion, and debate, the Honor System was installed by an amendment to the Student Council Constitution, with the good wishes of the principal. A notice was published, explaining to students and teachers the rules, regulations, and policies of this new plan. The students were informed that there would be no monitors and teachers were asked not to report violators or take hall posts. Each student would be on his honor to obey and carry out the hall rules. It was agreed that it must be up to the student body to make the Honor System a success.

Honor was stressed by student council home-room representatives and by numerous bulletins and posters. One electrically-lighted sign read, "Do you want the Honor System? Prove it!" Every day "honor" was placed before the eyes of the student body. They wanted this system and they proved it.

A group was organized by the student council to act as leaders. The members of this organization are called "student leaders" and their only duty is to break up any disturbance by suggesting "honor." They are not monitors and have no power of punishment, but merely act as leaders to set examples for the school.

The only exception to this new Honor System is the cafeteria. Bosse's cafeteria is always very crowded, and it is necessary to have monitors there during the lunch periods. This is not a definite step against the Honor System but only an aid to the students' health and welfare.

For a few weeks at the change of semesters, the System is injured because of new schedules, classes, and rooms. To help this between-semester problem, an amendment was offered to the student council which would have placed monitors in halls during the first two weeks of each new semester. The council did not approve this plan and the pure Honor System was continued.

At present the Honor System is going through another test. At noon hours the students do not have a room in which to lounge after they have eaten, since all rooms are being used for classes. Therefore, when it is unsuitable to go outside the main hall became the main meeting place for friends. This causes disturbance and is a hindrance to the System.

This is only one of the problems that the Honor System must bear. It has pulled through several already. The next few semesters will show just how near perfect and practical the Honor System really is.—PAT BATES, BOSSE HIGH SCHOOL, Evansville, Indiana.

HOW WE DO IT ITEMS AND IDEAS

The National Echo, published by the American School Press Association, Inc., State College,

Pa., is a new publication for high school students. Its contents are taken from the best articles published in school papers from high schools all over the country. Started in March 1946, six issues were published during the school year of 1946-1947.

Clubs and other organizations whose programs include a study of hobbies will find a new publication on this topic useful. It is "Developing New Interests in Hobbies," by Marie C. Graham. The volume is published by the author whose address is State Teachers College, Indiana, Pa.

Development of a gardening program in public schools, particularly in cities, is a major objective of the Men's Garden Clubs of America. Already operating successfully in Cleveland, Ohio, is a garden club program which teaches children from kindergarten through high school how to plant gardens and raise crops and flowers.

An outgrowth of the Pacific Northwest College Congress, held at Reed College, Portland, Oregon, last spring, was the formation of a high school International Relations League.

Reading, Pa., High School students annually participate in "Boys and Girls in Citizenship Day." Those representing the school and acting as the officials to rule the city for a day are elected by the Student Council. The Council of Civic Clubs of Reading sponsors the project.

Students of Eastern High School, Washington, D. C., prepared in their art classes an exhibit of modern homes. The models were arranged so as to simulate a miniature village.

Teachers World, an educational periodical of Britain, suggests that chess be taught in the schools. "Playing chess as a game has its value much the same way as football or cricket. We exhort the young to 'play the game,' to control their selfish instincts, to take a beating with goodwill and cheerfulness. Chess demands all this and more—a wholehearted concentration and the will and ability to stand alone."

At the University City, Missouri, Senior High School, a student tutoring plan has been adopted. Sponsored by the student council, the tutoring staff are selected on the basis of scholarship, intelligence, and tact. The prime requisite of those to be tutored is a sincere desire to make

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good. In the first six months, tutors helped 170 boys and girls.

Santa Monica, California, High School, recently sponsored a "Posture Week." The purpose was to encourage good posture among students. All clubs, homerooms, *The Samohi*, school paper, and other groups joined in the campaign. A posture contest was held, and the assembly in which correct and incorrect posture was demonstrated proved highly interesting.

In Newton, Mass., a group of high school girls who worked part-time as baby-sitters, recently formed an independent union and negotiated an agreement on standard wages and working conditions with Newton housewives.

Compulsory Arbitration of Labor Disputes

(Continued from page 57)

like that of the little boy who has eaten green apples on ten different occasions and has become very ill each time. He, however, tries to eat green apples again in the hope that the results will be different. The affirmative, on the other hand, are ready to admit the need for a system of regulation and are proposing a plan that will meet the needs of the country. It now becomes the duty of the negative to either accept the affirmative plan or to devise a new proposal that will end the strife between labor and management. We of the affirmative feel that a plan of compulsory arbitration of labor disputes in basic industries will solve the majority of our industrial conflicts.

IF THEY ANSWER NO!

The members of the negative team have made the statement that they do not believe that requiring the arbitration of labor disputes in basic industries or any other system of regulation of labor problems will ever be a success in this country. They are willing to admit that labor unions are not being regulated in a proper manner at the present time, but they have taken the gloomy view that we can hope for no improvement in the future. This places the negative debaters in a very delicate position. While they admit a need for a system of regulating labor disputes in the basic industries, they do not feel that this objective can be reached. If the entire nation were to follow such a line of reasoning, we would be taking the first steps toward anarchy. Since some form of regulation is absolutely necessary, we feel that the affirmative proposal of requiring ar-

bitration of labor disputes in all basic industries is the answer.

QUESTION

Is it the contention of the members of the negative team that the threat of Communism within the ranks of labor has been lessened since the United States was an ally of Russia during the war and that thus the Communists have ceased to work for industrial strife in America.

IF THEY ANSWER YES!

The attitude of the negative toward the growth of Communistic leadership within the ranks of labor is that, since Russia and the United States were allies during the war, there is little danger that Communists will continue to work for the development of industrial strife as they did before the opening of the war. Since they have taken this attitude, they have also stated that they do not believe there is a need for a federal system of required arbitration of labor disputes. We of the affirmative feel that such an attitude is really dangerous to the future of the United States. It must be remembered that the dropping off of Communistic activity in this country was due primarily to the war condition, but that since the war has ended, the Communists are just as active as ever in undermining our democratic institutions. It appears, therefore, that the Communists were more interested in the wellbeing of Russia than they are in promoting industrial peace in the United States.

If we study the situation closely, we will see that the Communists are redoubling their activity to create industrial strife. They are the ones who do not want the affirmative system adopted because it will solve most of our major labor problems. When this happens, the Communists will not have any fertile ground in which to plant their seeds of industrial dissension. The wise American citizen knows that Communists will never stop in their efforts to undermine this nation.

IF THEY ANSWER NO!

The members of the negative team are willing to admit that the real threat of Communism to American labor has not been removed by the fact that Russia and the United States were allies during the war. This military combination merely lessened the Communistic activities in this country for a brief period of time. As soon as the war ended, however, this

truce of the Communists in this country was over.

The members of the affirmative team feel that now is the time for the federal government to step in and require that labor disputes in all basic industries be arbitrated. Not only will such a law help to keep down industrial strife, but, more important, it will be effective in controlling the activities of the Communists.

QUESTION

Is it the contention of the members of the negative team that requiring the arbitration of labor disputes in all basic industries would result in an unhealthy control of labor?

IF THEY ANSWER YES!

The members of the negative team feel that requiring the arbitration of labor disputes in all basic industries would result in an unhealthy control of labor. Now let us look at the other side of the picture. If labor disputes are not controlled, the situation will become so serious that employers and the general public will be made to suffer because of a complete lack of law and order. When we take an over-all view of the problem, we can see that, no matter how the question is settled, every group in the nation, labor, management, and the general public will have to give in at some point to create industrial peace. We feel that the affirmative solution of requiring arbitration is the best one that is before the nation at the present time.

IF THEY ANSWER NO!

The members of the negative are willing to admit that requiring the arbitration of labor disputes in all basic industries will not result in an unhealthy control of organized labor. When they made such an admission, we cannot see any valid argument against the adoption of the affirmative plan. If the plan will not be a burden on labor and will at the same time give some measure of protection against the great losses that result from strikes for both capital and labor, we feel that the plan of requiring the arbitration of labor

disputes in all basic industries should be adopted.

Harold E. Gibson will present the negative side of this question next month.

Assembly Programs for November

(Continued from page 62)

Emphasis by narrator on thankfulness for education and democratic government.

Audience sang—"America the Beautiful."

Student read—"Lincoln's Gettysburgh Address."

Emphasis by narrator on thankfulness for art and music—the cultural aspect of life and literature.

Orchestra played—First movement of Beethoven's First Symphony.

Student gave—"The Day is Done" by Longfellow.

Narrator stressed importance of thankfulness for nature.

Orchestra played—"Hymnus."

A Cappella Choir sang—"Glory Now to Thee."

Student read—The Beatitudes—Matthew 5:3-13.

A Cappella Choir sang—"Listen to the Lambs,"

followed by talk by a local minister who stressed the importance of tolerance for other races, creeds, and ideas.

The Program closed by the Choir singing the Benediction.

Following is a report of the Thanksgiving assembly presented last year in the Audubon, New Jersey, Junior and Senior Schools. It was written by Reba P. Rosander.

The program opened with the orchestra playing "Come Ye Thankful People Come" as the school assembled. Audience became seated at once.

The Senior Choir, in procession, took up the hymn and sang until seated.

A group of seventh-grade girls stood, faced audience, and gave the one hundredth Psalm part in unison and part in response. The group then led the entire audience in repeating the Lord's Prayer.

Lights Out in the Entire Auditorium

SKETCH: This family Learns to be Thankful

SETTING: At Right of Stage—Table Covered with Lace Cloth, Reading Lamp in Center, Bowl of Fruit at End of Table.

USE SPOT LIGHTS

Seated at Table—

Father at One End—Reading

Mother at Far End—Sewing

Daughter at Side—Studying

Son Beside Sister — Arms Resting on Table with Head Buried in Arms

As a theme for our sketch we chose this family scene in which the son is very much discouraged because of his financial inability to enjoy all the pleasures open to other boys of his own age. In the dialogue he complains that he has no reason for *thanksgiving* but also feels that his family can't possibly understand his frame of mind.


Throughout the entire sketch the father and

(Continued on page 80)

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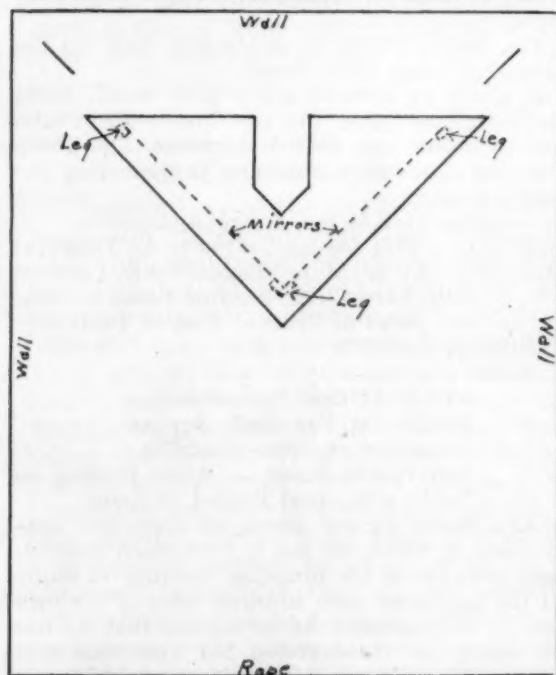
STUNTS *for* Programs and Parties

A Mind Reading Trick

The performer asks persons in the audience to write short notes on uniform slips of paper that have been passed out. When the slips have been collected and returned to him, he proceeds to "read" them before opening them. He has stationed in the audience an accomplice, who has been instructed as to what to write and who marks his slip on the outside so it will be "read" first but actually left till last. The mind reader picks up a folded slip, closes his eyes and pretends to engage in deep thought, then reports what is in it. He then opens the slip, repeats his reading, and calls for the writer to identify the note. What he really does is to repeat the contents of the previous slip opened while he is reading a new slip in preparation for his next report.

"The Bodyless Woman"

Construct a rectangular booth open at one end. For walls use beaverboard panels or bed sheets hung so as barely to touch the floor. Arrange the booth so spectators must view the spectacle from the front only. Get two large mirrors the same size and shape. Make a triangular table to fit the mirrors as shown in the



drawing. Place the table in the booth in such a way as will make the rear corners of the booth directly in line with the mirror faces. Cover

the floor with sand to hide the design of the floor boards and conceal the lower edges of the mirrors. The booth should be lighted by a lamp hanging over the table. Spread a folded sheet over the table top and pin it around the neck of the girl, whose head will protrude through the opening in the tabletop. This can be made a perfect illusion. The device is not difficult to make, but it should be constructed well in advance of its intended use. This feature will be popular at your school carnival.

Smoke Control

You will need the help of your chemistry teacher to perform this trick. Secure from him a few drops of muriatic acid which you place in one water glass, and a few drops of ammonia which you place in another glass of the same size and kind. These liquids will not show in the bottoms of the glasses when you hold them up for the audience to see. Tap them inside and out with a ruler to show that they are just ordinary glasses, and explain that they are empty. In a speech to your audience say that you are going to perform a very difficult feat, which you learned from a friend in India—the control of natural phenomena. You will force smoke to obey your commands, demonstrating that the forces of nature are subject to man's will.

You turn one glass over the other, explaining that no possible method of entrance to the glasses is left. Next cover the glasses with a large handkerchief. Last, light a stick of incense which you take to a distant corner of the room. When the smoke curls up from the incense stick, you blow it in the direction of the glasses and begin chanting—"Into the glass with you, into the glass with you. Over there! Over there! Quick!" After a second or two of this, you go back to the glasses, remove the handkerchief, separate the glasses, and out rolls a cloud of smoke. The two chemicals combine, and in a few minutes, send off a cloud of white smoke.

Practice this "trick" thoroughly before presenting it to an audience. When you practice, leave the handkerchief off the glasses so that you can watch the smoke form. This will show you how long you must blow smoke from the incense stick. Time yourself so that you will pull the handkerchief from the glasses at the exact moment when the cloud of smoke is densest.

The Old Woman All Skin and Bones

The setting for this stunt must be propitious—lights turned down (if used at night), group

close to the performer, room quiet, etc. The performer seats himself at the piano and runs slowly through a few minor chords (in any key, but in the lower part of the keyboard) which he then uses as the musical background for his stunt. A good and simple "tune" is this:

1. Left hand—C (low), E flat, G, C; right hand—E flat, G, C (middle).
2. Left—same as above; right — G, C (middle), E flat.
3. Same as No. 1.
4. Left—G, then G octave below with the right hand B; right—F, G, B, D.
5. Same as No. 1.

This tune is played while the performer slowly and mysteriously sings or chants each one of the following sentences or "verses."

There was an old woman all skin and bones
Whose voice had many trembling tones
She thought she'd go to church one day
To hear the parson preach and pray
But when she reached the old church style
She thought she'd stop and rest a while
And when she reached the old church door
A ghastly corpse—lay on the floor
The old woman to the parson said
"Will I look so when I am dead?"
The parson to the old woman said
"Yes, you'll look so when you are dead."
The old woman to the corpse then said
"Will I look so when I am dead?"
The corpse then to the old woman said—

At the end of the last verse the performer pauses and then, at the same time, shrieks at the top of his voice, jumps from the piano bench, and flings his arms high above his head.

Although this stunt works better with a piano, it can be done without the instrument, the performer sitting or standing before the group. In this case he jumps at his listeners and throws his arms out towards them.

If desirable, the stunt may be lengthened by the performer humming softly between each verse, using the same tune, C, E flat, B, C.

This number can also be used effectively with a much larger audience if presented by a quartette, glee club, or other group. (In fact, it makes an unusual number for an encore). Of course, in this case the performers must practice beforehand so that they all shriek, jump, and fling out their arms at exactly the same instant.

Hypnotism

This stunt is particularly good for a Halloween party. You will need a confederate and only he should be in on the "trick". Word gets around that you can hypnotize. Members of your audience will be loath to offer themselves as subjects if you seem unwilling to perform the stunt since the subject is sometimes difficult to awaken. At length, however, one soul, braver than the rest (your confederate, of course) agrees to

be hypnotized.

The victim is sent from the room while the members of the audience agree on some stunt, singing, tap dancing, reciting, imitating—to be performed. The subject is then called back into the room and is seated in a chair in plain view.

You take your place behind him, and, after some show of hesitancy, asking him if he is willing to be hypnotized, etc. you tell the audience that it is absolutely imperative that each one concentrate on the stunt that is to be performed. When everyone is quiet and a serious atmosphere prevails, you begin.

Place both hands on the subject's forehead with the tips of fingers meeting in the center. The stunt selected, say, was for the subject to sing. Each stroke of the hand represents a letter of the alphabet, and the word SING is thus spelled out. The letter S, since it is the 19th letter of the alphabet requires 19 strokes, the letter I, nine, and so on. At the end of the stroke indicating the desired letter the operator snaps his fingers. When the end of the word is reached he snaps his fingers twice, or at the end of a phrase, gives a signal to the subject.

In order to further mystify the audience, and also to keep some clever member from catching on to the trick, the operator makes similar strokes under the Subject's chin, but these do not count in the spelling of the word. To make the stunt appear a little harder, along at the beginning, the operator, seeing that his subject is not succumbing, stops and informs his audience that someone is not concentrating.

His subject, of course, is in on this, and will understand just how it is to be done. This device may be used by the subject, also, if he fails to get the word which the operator is spelling. After he has performed his "stunt", the subject, who, by the way, should have some talent for acting, makes a great show of being hard to awaken, and should appear faint, dizzy, etc., from the effects of being hypnotized. This will tend to discourage members of the audience not in the "know" from offering to be hypnotized. If the group is large, there may be two or three "confederates".



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"Yes, of course," said the headmaster, "though Latin is, as you know, a dead language."

"Well, all the better. Albert's going to be an undertaker."

—The Kablegram

Enoch had invited Joe for a ride on the back of his new motorcycle. After they had gone a few miles, Enoch asked Joe how he liked it.

"All right," said Joe, "but the wind is catching my chest."

So Enoch stopped. "Take your overcoat off, Joe, and put it on back to front; that will protect your chest a bit, and I'll button it up at the back."

They restarted, and after a while Enoch asked Joe if he was warmer. No reply. Joe wasn't there. Enoch turned the machine around and went back until he saw a crowd, and there was Joe, lying motionless.

Anxiously Enoch asked one of the crowd, "How is he?"

"I can't make it out," said the bystander. "He ain't spoke since we twisted his head the right way around."

—The Kablegram

GOOD REASON

Father: "Willie, were you quiet at school today?"

Willie: "I'll say so! I went to sleep as soon as I got there, and the teacher said she'd punish anyone who woke me up."

—Texas Outlook

THREE TIMES AND OUT

Some one recently asked Professor Einstein what sort of weapons he thought would be used in the next world war. The great scientist whose formulas led to the atom bomb replied that he did not know what weapons would be used in the third world war, but he could predict those to be employed in the Fourth. These, he said, would be stone spears.

—Journal of Education

WATCH YOUR STEP

The battleship was in port and visitors were being shown around. The guide was exhibiting a bronze tablet set in the deck.

Guide: "Here is where our gallant captain fell."

Nervous Old Lady: "Well, no wonder. I nearly tripped over it myself."

—Texas Outlook

Assembly Programs for November

(Continued from page 77)

mother attempt to show him that they really do understand his point of view but that, through years of experience, they have learned that our blessings do not come from the material things of life. By a series of speeches interspersed with pictures and song and recitation, the parents try to show him that the lasting things of life such as home, school, church, friends, and nature, etc., are those blessings which endure and for which we should be most thankful.

By the use of four paintings (4 ft. x 6 ft.) made by our art students shown at intervals in the dialogue the lessons were impressed.

Curtain Opens

SCENE I—Wheat Scene in Color (White Spot Light)

Solo—"Where Else But Here?"—brought out the idea that our wheat fields are a blessing and that such scenes could not be found in wartorn countries. (Curtain Closes)

Curtain Opens

SCENE II—Family Scene (Around Table)

Choir sang—"Home Sweet Home"—Mother quoted lines by P. R. Hayward "I Am Your Home." (Curtain Closes)

Further dialogue suggested the contrast between conditions existing in our homes today with those of homes in other lands.

Curtain Opens

SCENE III—School Scene (Front of Our Building)

Recitation by student—"The World is Waiting for You, Young Man." This recitation told the need for the appreciation we should have for our educational opportunities in America as compared with those of many other nations. (Curtain Closes)

Dialogue among the family brings out the truths that our forefathers saw the need for a good sound and substantial educational system and that we owe our prosperity as a nation, in great measure, to this fact.

SCENE IV—Church Scene (Interior with Aisle Leading to Altar) Blue Spot Light.

This scene climaxed the sketch with dialogue revealing the ideas upon which our nation was founded. A gold cross was added for this scene and the candles were lit. The father asks the son whether he has been made to feel that there are really worth-while things for which he should be thankful.

The son replies that he has learned many lessons and that he would like to quote the poem by John Kendrick Bangs called "Thanksgiving" in which he calls the many things to our attention for which we should be thankful.

The mother then asks that the whole family stand, with her, in reverent gratitude to, the "Giver of All Good Gifts." The entire family walk to the altar and stand with heads bowed while the choir sings "We Gather Together to Ask the Lord's Blessing."

Curtain and Recessional